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ABSTRACT

Through literature reviews, discussions, and a survey of members of the Council for Exceptional Children, a common core of knowledge and skills essential for entry-level special education teachers was developed, composed of 107 statements in 8 categories. The categories include: (1) philosophical, historical, and legal foundations of special education; (2) characteristics of learners; (3) assessment, diagnosis, and evaluation; (4) instructional content and practice; (5) planning and managing the teaching and learning environment; (6) managing student behavior and social interaction skills; (7) communication and collaborative partnerships; and (8) professionalism and ethical practices. Appendixes provide an overview of the process of developing and conducting the survey and analyzing responses; a summary of frequencies of responses to survey statements; and a summary listing of responder comments by survey statement. (JDD)

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ED347778

Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

FINAL REPORT

Submitted to

CEC PROFESSIONAL STANDARDS AND PRACTICES COMMITTEE

by

SUBCOMMITTEE ON KNOWLEDGE AND SKILLS

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March 18, 1992

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CEC COMMON CORE OF KNOWLEDGE AND SKILLS ESSENTIAL FOR ENTRY LEVEL SPECIAL EDUCATION TEACHERS

Approved

_____

CEC Common Core Knowledge and Skills
Essential for
All Beginning Special Education Teachers

Preamble

The standards of the profession of special education are a formally codified set of beliefs. These belief statements represent the special educator's principles of appropriate ethical behavior and are based on several assumptions. One assumption of this common core of knowledge and skills is that the professional conduct of entry level special educators is foremost governed by the CEC Code of Ethics:

Code of Ethics and Standards of Professional Practice of
The Council for Exceptional Children:

Special education professionals:

- .are committed to developing the highest educational and quality of life potential of exceptional individuals
- .promote and maintain a high level of competence and integrity in practicing their profession
- .engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects
- .exercise objective professional judgment in the practice of their profession
- .strive to advance their knowledge and skills regarding the education of exceptional individuals
- .work within the standards and policies of their profession
- .seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession
- .do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Second, special education has within its heritage the perspectives of embracing individual differences. These differences include the traditional consideration of the nature and effect of exceptionalities. Special education professionals must continue to broaden their perspectives to insure vigilant attention to the issues of diversity such as culture, language, gender, religion, and sexuality. Diversity is such a pervasive concern that statements involving diversity were infused throughout the

model (see statements #2, 4, 8, 12, 15, 22, 42, 44, 76, 97, and 100).

Third, this common core of knowledge and skills may change over time. As with the adoption of the CEC Code of Ethics, time should provide for continuing examination, debate, and further articulation of these knowledge and skills for entry level special educators.

The CEC Common Core of Knowledge and Skills Essential for Entry Level Special Education Teachers was the culmination of a three year effort which included reviews and discussions of the available knowledge and skills, ERIC searches and reviews of the literature, discussion of procedures, selection of 195 knowledge and skills statements in nine areas for obtaining perceptions from CEC members, development and pilot testing of the Survey, distribution of the Survey to a random stratified sample (teacher vs. non-teacher; division; state/province) of 1072 CEC members, and review and indepth discussion of the Survey results.

Several results concerning the Survey are important. The response rate was 54%, extremely high and representative of CEC members. This was especially significant considering the length of the Survey (195 statements). There were few statistically significant differences for the 195 statements considering role of responder or years of experience; the number of significant differences was not significantly greater than chance. There was significant variation among the ratings across statements, indicating that the respondents were critical in their ratings. Most respondents perceived most knowledge and skill statements to be in the array of knowledge and skills which should be considered for all entry level special educators as most were rated as "essential" or "desirable but not essential". The final document is the CEC Common Core of Knowledge and Skills Essential for Entry Level Special Education Teachers composed of 107 statements in eight categories.

It was through significant professional and personal commitment that the members of the Subcommittee finished this product in a high quality and timely manner. This resulted in a mutual respect among the members of the Subcommittee with which we learned not only about knowledge and skills but about each other. May those who use this common core of knowledge and skills experience that same mutual respect among all those who serve students and their families.

CEC COMMON CORE OF KNOWLEDGE AND SKILLS ESSENTIAL FOR ALL BEGINNING SPECIAL EDUCATION TEACHERS

KNOWLEDGE AND SKILLS STATEMENTS

I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION

Knowledge:

1. Models, theories, and philosophies that provide the basis for special education practice
2. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationships between child, family, and schooling
3. Issues in definition and identification procedures for individuals with exceptional learning needs
4. Assurances and due process rights related to assessment, eligibility and placement for students who are culturally and/or linguistically diverse
5. "Rights and responsibilities" of parents, students, teachers and schools as they relate to individuals with exceptional learning needs

Skills:

6. Articulate personal philosophy of special education including its relationship to/with regular education
7. Conduct instruction and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures

II. CHARACTERISTICS OF LEARNERS

Knowledge:

8. Similarities and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals
9. Differential characteristics of children and youth with exceptionalities (including levels of severity where applicable)
10. Characteristics of normal, delayed, and disordered communication patterns of exceptional individuals
11. Effects an exceptional condition may have on an individual's life

12. Characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural diversity, socioeconomic level, abuse/neglect, substance abuse, etc.)

13. Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities

14. Educational implications of characteristics of various exceptionalities

Skill:

15. Access information on various cognitive, physical, cultural, social, and emotional conditions of exceptional individuals

III. ASSESSMENT, DIAGNOSIS, AND EVALUATION

Knowledge:

16. Basic terminology used in assessment

17. Ethical concerns related to assessment

18. Legal provisions, regulations and guidelines regarding student assessment

19. Typical procedures used for screening, pre-referral, referral, classification

20. Appropriate application and interpretation of scores, e.g., grade score vs. standard score, percentile ranks, age/grade equivalents, and stanines.

21. Appropriate use and limitations of each type of assessment instrument

22. Influence of diversity on assessment, eligibility, programming, and placement of exceptional learners

23. The relationship between assessment and placement decisions

24. Methods for monitoring student progress

Skill:

25. Collaborate with parents and other professionals involved in the assessment of students with individual learning needs

26. Create and maintain student records

27. Gather background information regarding academic, medical, and family history

28. Use various types of assessment procedures (e.g., norm-referenced, curriculum-based, work samples, observations, task analysis) appropriately

29. Interpret formal and informal assessment instruments and procedures

30. Report assessment results to students, parents, administrators and other professionals using appropriate communication skills

31. Use performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments

32. Develop individualized assessment strategies for instruction

33. Use assessment information in making instructional decisions and planning individual student programs

34. Evaluate the results of instruction

35. Evaluate readiness for integration into various program placements

IV. INSTRUCTIONAL CONTENT AND PRACTICE

Knowledge:

36. Differing learning styles of students and how to adapt teaching to these styles

37. Demands of various learning environments (e.g., individualized instruction in general education classes)

38. Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs

39. Instructional and remedial methods, techniques, and curriculum materials

40. Techniques for modifying instructional methods and materials

41. Life skills instruction relevant to independent, community, and personal living and employment

42. Diversity and dynamics of families, schools, and communities as related to effective instruction for individuals with exceptional learning needs

Skill:

43. Interpret and use assessment data for instructional planning

44. Develop and/or select assessment measures and instructional programs and practices which respond to cultural, linguistic, and gender differences

45. Develop comprehensive, longitudinal individualized student programs

46. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process

47. Prepare appropriate lesson plans

48. Involve the student in setting instructional goals and charting progress

49. Conduct and use task analysis

50. Select, adapt, and use instructional strategies and materials according to characteristics of learner

51. Sequence, implement, and evaluate individual student learning objectives

52. Integrate affective, social, and career/vocational skills with academic curricula

53. Use strategies for facilitating maintenance and generalization of skills across learning environments

54. Use instructional time properly

55. Teach students to use thinking, problem-solving and other cognitive strategies to meet their individual needs

56. Choose and implement instructional techniques and strategies that promote successful transitions for persons with exceptional learning needs

57. Establish and maintain rapport with learner

58. Use verbal and nonverbal communication techniques

59. Conduct self-evaluation of instruction

V. **PLANNING AND MANAGING THE TEACHING AND LEARNING ENVIRONMENT**

Knowledge:

60. Basic classroom management theories, methods, and techniques for students with exceptional learning needs

61. Research based best practices for effective management of teaching and learning

62. Ways in which technology can assist with planning and managing the teaching and learning environment

Skill:

63. Create a safe, positive, and supporting learning environment in which diversities are valued

64. Use strategies and techniques for facilitating the functional integration of exceptional individuals in various settings

65. Prepare and organize materials in order to implement daily lesson plans

66. Incorporate evaluation, planning, and management procedures which match learner needs with the instructional environment

67. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities

68. Design, structure, and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom

69. Direct the activities of a classroom paraprofessional, aide, volunteer or peer tutor

70. Create an environment which encourages self advocacy and increased independence

VI. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS

Knowledge:

71. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors

72. Ethical considerations inherent in classroom behavior management

73. Teacher attitudes and behaviors that positively or negatively influence student behavior

74. Social skills needed for educational and functional living environments and effective instruction in the development of social skills

75. Strategies for crisis prevention/intervention

76. Strategies for preparing students to live harmoniously and productively in a multi-class, multi-ethnic, multicultural, and multinational world

Skill:

77. Demonstrate a variety of effective behavior management techniques appropriate to the needs of exceptional individuals

78. Implement the least intensive intervention consistent with the needs of the exceptional individual

79. Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors

80. Identify realistic expectations for personal and social behavior in various settings

81. Integrate social skills into the curriculum

82. Use effective teaching procedures in social skills instruction

83. Demonstrate procedures to increase student self-awareness, self-control, self-reliance, and self-esteem

84. Prepare students to exhibit self-enhancing behavior in response to societal attitudes and actions

VII. COMMUNICATION AND COLLABORATIVE PARTNERSHIPS

Knowledge:

85. Importance and benefits of communication and collaboration which promotes interaction with students, parents, school and community personnel

86. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns

87. Developing individual student programs working in collaboration with team members

88. Roles of students, parents, teachers, other school and community personnel in planning a student's individualized program

89. Ethical practices for confidential communication to others about individuals with exceptional learning needs

Skill

90. Use collaborative strategies in working with students, parents, school and community personnel in various learning environments

91. Communicate and consult with students, parents, teachers, and other school and community personnel

92. Foster respectful and beneficial relationships between families and professionals

93. Encourage and assist families to become active participants in the educational team

94. Plan and conduct collaborative conferences with parents or primary care givers

95. Collaborate with regular classroom teachers and other school and community personnel in integrating students into various learning environments

96. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of students with specific exceptional learning needs

VIII. PROFESSIONALISM AND ETHICAL PRACTICES

Knowledge:

97. One's own cultural biases and differences that affect one's teaching

98. Importance of the teacher serving as a model for students

Skill

99. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs

100. Demonstrate positive regard for the cultures, religion, gender, and sexuality of students

101. Promote and maintain a high level of competence and integrity in the practice of the profession

102. Exercise objective professional judgment in the practice of the profession

103. Demonstrate proficiency in oral and written communication

104. Engage in professional activities which may benefit exceptional individuals, their families and/or colleagues

105. Comply with local, state, provincial, and federal monitoring and evaluation requirements

106. Use of copyrighted educational materials in an ethical manner

107. Practice within the CEC Code of Ethics and other standards and policies of the profession

Subcommittee on Knowledge and Skills
CEC Professional Standards and Practices Committee

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Dorothy Armstrong (TAG)
Joyce Barnes (CASE)
Mary-Dean Barringer (Clarissa Hug Teacher)
John Bernthal (DCCD)
Rachelle Bruno (CEDS)
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Appendix A

Overview

This overview is composed of four parts--a description of the development of the Survey, the procedures for conducting the Survey, a review of response rates, and an overview of the analysis procedures together with the procedures used to determine the final common core of knowledge and skills statements essential for entry level special education teachers.

Operating Parameters

Several principles were used in initiating and completing this three year project. First, the project was a CEC-wide endeavor--the Subcommittee was composed of representatives appointed by their Division Presidents--which focused on developing a common core of knowledge and skills essential for all entry level special education teachers. Second, collegiality and shared decision making involving all Subcommittee members was the procedural approach for completing this project. The Subcommittee as a whole made all decisions. Third, input was solicited from all divisions emphasizing obtaining input from teachers and other direct service providers. Fourth, information concerning the project was shared with all Subcommittee members and members of the CEC Committee on Professional Standards and Practices on a continuing basis.

Overview Description of Development of Survey

The Survey was developed by the Subcommittee members. The process began in April 1989 and was completed in September, 1991. The process included a variety of activities--e.g., obtaining existing materials on knowledge and skills from a variety of sources, conducting ERIC searches, having the Teacher Education Division share its collection of materials on competencies, development and revision of a FIPSE application to support the effort (no funding was received from FIPSE), Subcommittee meetings at CEC Annual Conventions, and two Subcommittee meetings held at CEC Headquarters in Reston and supported by Division/Federation and personal contributions.

Following a review of available literature and other information, the Subcommittee developed a draft document of common knowledge and skills statements for entry level special education teachers. The initial array of knowledge and skills was subgrouped into 18 categories. After considerable review and discussion, the number of categories was reduced to eight and then increased to nine, the number of items reduced from over 500 to 195, a three point rating scale ("1 = Essential; 2 = Desirable But Not Essential; 3 = Other") devised, and a sampling and analysis plan

devised. A draft of instructions and a format for the instrument were developed and pilot tested. Subsequent to the pilot testing, minor revisions in the instructions and format of the Survey were completed. Table 1 contains a chronology of the Subcommittee's activities.

The Survey was comprised of 195 statements grouped into Knowledge and Skills components in nine categories: Philosophical, Historical, and Legal Foundations of Special Education; Characteristics of Learners; Diversity; Assessment, Diagnosis, and Evaluation; Instructional Content and Practice; Managing Student Behavior and Social Interaction Skills; Planning and Managing the Teaching and Learning Environment; Communication and Collaborative Partnerships; Professionalism and Ethical Practices.

Sampling Plan

The sampling plan was devised with consultation from Dr. Joe Wisenbaker (Research and Educational Measurement Program, The University of Georgia). The resultant plan specified a sample of 1000 people stratified by federation, division, and role (50% teacher vs. 50% non-teacher). The purpose was to assure a representative sample with a sufficient confidence level (95%) to assure meaningfulness of the results. (Note: Considering the CEC membership in the Fall of 1991, a sample of 397 would have sufficed for a 95% confidence level; however, because of Subcommittee concerns, the sample size was increased to 1000 to create a sample of adequate size to assure high quality results.) The respondents were selected in a stratified random manner by computer program from the CEC membership lists.

Analysis Procedures

The analytical procedures included frequency counts for responses to each statement; ranges, means, and standard deviations for each statement; chi-square analyses on statement responses by "role" (teacher vs. non teacher; all seven roles specified in the instructions); and correlations of statement responses with number of years experience in special education.

Results

Response Rates

An initial letter (from Ronald Anderson, President of CEC and Jeptha Greer, Executive Director of CEC) was sent to all people in the sample on November 14, 1991; another letter and the Survey were distributed to the 1072 CEC members in the sample on November 18, 1991 with a follow-up post card being sent on November 25

requesting individuals in the sample to complete the Survey and return it to CEC. The final response rate from the 1072 CEC member sample was 54% (n=574) with 522 being usable. Those not usable included 52 Surveys which were missing data or were not completed correctly. Table 2 summarizes these Surveys by state and by role of responders (teacher vs. other). A final letter was sent to all non-respondents on February 5, 1992 urging completion of the Survey. The 20 completed Surveys did not arrive in time to be included in the statistical analyses; visual inspection of these additional questionnaires revealed no significant changes in the initial results from the 574 Surveys received. However, no statistical estimate could be made of the perceptions of the non-responders to the initial Survey.

Individual Data on Items

Appendix B summarizes the data on each of the 195 items for the 522 persons who completed the questionnaire. The range for all items was 1-3. In terms of scores, "1" = "Essential" "2" = "Desirable But Not Essential", and "3" = "Other." Appendix C contains the comments from all the respondents by item number and description. (The data in Appendix B were weighted based on the response results which indicated that more teachers responded (59%) than were proportionately reflected in the CEC membership (51%).)

Chi-Square Analyses by Role of Respondents

All items were subjected to a chi-square analysis for possible differences in terms of the role of the respondent (teacher vs. non-teacher) and for all seven roles identified in the sample (teacher, administrator, student, college/university personnel, parent, related service provider, other). For the teacher vs. non-teacher analyses, there were 12 items on which there were significant differences. Considering the number of chi-square tests conducted, this number is less than would statistically be expected by chance at the .05 level of significance. For the analyses by seven roles, there were 16 items on which there were significant differences. (While the sample was not stratified for selection purposes based on all seven roles, analyses were conducted on the available data.) The number of significant findings is less than would have been expected by chance at the .05 level of significance.

Correlational Analyses by Years of Experience of Respondents

Pearson correlation coefficients were calculated for respondent's years of experience and scores for each item. The results indicated 22 significant correlations, but again, there were fewer significant results than those expected by chance at the .05 level of significance.

Subcommittee Decisions on Final Common Core of Knowledge and Skills

The Subcommittee met in March to consider all the information concerning the survey including the response rate and the information on responses to each item--frequency counts of ratings; ranges, means, and standard deviations; the significant chi-square analyses; and the comments. The Subcommittee determined the knowledge and skills statements to be included in the final recommendation using the following decision rules:

-The Subcommittee would not rewrite statements. (Statements were used as contained in the Survey consistent with the data gathered on each item.)

-Initial inclusion/exclusion rules included the following:
  .If 75% or more of the respondents rated a statement as "1 = essential," the statement was included.
  .If no more than 30% of the respondents rated a statement as "1 = essential," the statement was excluded.

-All statements not included in the initial inclusion/exclusion rules were discussed using the following procedures:
  .A ten-minute discussion limit per item was established.
  .Extensions of discussions over the ten-minute limit required a vote of the majority present.

-Subsequent to the initial exclusion/inclusion actions, any statement could be revisited for further discussion. In order to bring up a statement for discussion, a vote of the majority present was necessary.

-Three principles guided Subcommittee decisions in considering statements:
  .It was not necessary to balance each knowledge statement with a skill statement and vice versa.
  .A skill statement could assume the basic knowledge inherent in the statement without a specific knowledge statement.
  .Brevity and avoidance of duplication of items was emphasized to be parsimonious.

Final Description of Recommended Knowledge and Skill Statements

The recommended common core of knowledge and skills essential for all beginning special education teachers includes 107 statements in the following categories:

Category	Knowledge	Skill
I. Philosophical, Historical, and Legal Foundations of Special Education	5	2
II. Characteristics of Learners	7	1
III. Assessment, Diagnosis, and Evaluation	9	11
IV. Instructional Content and Practice	7	17
V. Planning and Managing the Teaching and Learning Environment	3	8
VI. Managing Student Behavior and Social Interaction Skills	6	8
VII. Communication and Collaborative Partnerships	5	7
VIII. Professionalism and Ethical Practice	2	9

These results reflect the Subcommittee's decision to delete 88 knowledge and skill statements, move five statements to other categories, and delete one category. The final recommendations include a preamble along with the common core of 107 knowledge and skill statements in eight categories.

Summary

- .The response rate was extremely high and was representative of the CEC members. The rate of usable responses was also very high.
- .There were essentially no significant differences among the respondents in terms of roles (teacher vs. other vs. all seven roles), or years of experience across the items.
- .There was significant variation among the ratings across items indicating that the respondents were critical in terms of their ratings.
- .Most respondents perceived most items to be in the array of knowledge and skills which should be considered for all entry level special educators as most were rated as "essential" or "desirable but not essential."

Table 1
Chronology of Events
Recommendations for Entry Level Knowledge and Skills

April, 1989	Delegate Assembly approves policy changes in professional standards including specification of set of knowledge and skills for entry level special educators
	Initial discussion of knowledge and skills required for entry into the practice of special education conducted at CEC Annual Conference in San Francisco--tentative plan proposed
	Knowledge and Skills Subcommittee created as part of Professional Standards and Practices Committee
June, 1989	Professional Standards and Practices Committee submits draft model for development of knowledge and skills to President, CEC
September, 1989	Request from Chair, Professional Standards and Practices Committee to all division presidents to appoint two representatives (at least one a direct service provider) to Subcommittee on Knowledge and Skills
	FIPSE proposal developed--not funded
April, 1990	<u>Subcommittee Meeting at CEC Annual Convention in Toronto</u> Revisions of FIPSE proposal and plan of action (three alternatives depending on developments), additional Subcommittee members added, ERIC search on knowledge and skills conducted, and division support encouraged
August, 1990	FIPSE proposal revised (to no avail) ERIC searches completed and distributed TED materials received Additional members added (Clarissa Hug Award Winners, NCATE representative)
September, 1990	Eighteen categories of knowledge and skills and format for items developed
March, 1991	TED materials distributed to Subcommittee members

April, 1991	Subcommittee Meeting at CEC Convention in Atlanta Synthesized 18 categories to 8 categories, review of knowledge and skills items and categorization of items
May-July, 1991	Document of knowledge and skills edited for duplicates and consistency of format and language
September, 1991	Subcommittee Meeting at CEC Headquarters Developed of final listing of knowledge and skills for Survey reviewed full listing of knowledge and skills including additions from Division of Diverse Exceptional Learners; added new category of Cultural Diversity
October, 1991	Pilot testing of CEC Survey and Instructions (14 of 30 responded)--minor revisions to Instructions and Survey made
November, 1991	CEC Survey on Knowledge and Skills distributed to random sample of 1072 CEC members: .mailing of letter from CEC President and CEC Executive Director .mailing of survey and cover letter .Mailout of follow-up postcards
December, 1991	Processing of Surveys and analysis begun
February, 1992	Follow-up to nonrespondents
March, 1992	Subcommittee Meeting at CEC Headquarters Reviewed results and specified entry level knowledge and skills for entry level special educators--Final Report with recommended knowledge and skills completed Final Report submitted to Professional Standards and Practices Committee
April, 1992	Professional Standards and Practices Committee reviews recommendations and takes action

Table 2
Summary of Responses to Survey by State/Country

	Teachers			Other		
	# Sent	# Rcd	% Rcd	# Sent	# Rcd	% Rcd
AL	7	5	71%	3	1	33%
AK	6	4	67%	2	1	50%
AR	3	-	-%	1	1	100%
AZ	7	4	57%	4	2	50%
CA	49	26	53%	29	10	34%
CO	10	7	70%	6	3	50%
CT	14	9	64%	8	5	63%
DE	2	2	100%	1	1	100%
DC	2	1	50%	1	-	--%
FL	37	17	46%	23	15	65%
GA	22	17	77%	13	6	46%
GU	1	1	100%	-	-	--%
HI	2	1	50%	-	-	--%
ID	5	4	80%	4	4	100%
IL	43	20	47%	46	18	39%
IN	15	9	60%	11	6	55%
IA	15	7	47%	5	4	80%
KS	16	12	75%	8	1	13%
KY	8	5	63%	1	-	--%
LA	5	2	40%	8	4	50%
MD	14	8	57%	10	5	50%
MA	10	5	50%	6	2	33%
ME	5	2	40%	1	1	100%
MI	20	9	45%	17	5	29%
MO	24	15	63%	18	10	56%
MN	13	8	62%	13	7	54%
MS	1	1	100%	1	1	100%
MT	3	2	67%	1	-	--%
NE	7	4	57%	4	2	50%
NH	4	2	50%	2	2	100%
NJ	16	10	63%	8	4	50%
NM	7	3	43%	3	1	33%
NY	43	28	65%	29	11	38%
NV	3	1	33%	1	1	100%
NC	11	6	55%	8	3	38%
ND	3	2	67%	5	3	60%
OH	26	12	46%	14	10	71%
OK	8	7	88%	2	2	100%
OR	2	1	50%	5	3	60%
PA	29	16	55%	21	8	38%
RI	2	1	50%	3	-	--%
SC	9	4	44%	9	5	56%
SD	3	3	100%	-	-	--%
TN	6	4	67%	5	3	60%
TX	20	15	75%	11	3	27%
UT	6	4	67%	6	3	50%
VA	19	9	47%	14	6	43%

VT	2	1	50%	-	-	--%
WA	-	-	--%	5	3	60%
WV	5	4	80%	4	3	75%
WI	22	14	64%	12	8	67%
WY	2	1	50%	2	1	50%
PR	-	-	--%	1	-	--%
CANADA	10	6	60%	33	15	45%
TOTAL	524	361	58%	448	213	48%

TOTAL # SENT: 1072
TOTAL # RECEIVED: 574
TOTAL RESPONSE RATE: 54%

Appendix B

Summary of Frequencies of Responses to Survey Statements

Table 2

Summary of Sample Frequencies of Responses

KNOWLEDGE AND SKILLS STATEMENTS	(1)	(2)	(3)
I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION			
Knowledge:			
1. History of services for individuals with exceptional learning needs	134(28%)	315(66%)	26(6%)
2. Models, theories, and philosophies that provide the basis for special education practice	361(77%)	107(23%)	3(1%)
3. Variations in beliefs, transitions, and values across cultures within society and the effect of the relationships between child, family, and schooling	243(51%)	182(38%)	49(10%)
4. Issues in definition and identification procedures for individuals with exceptional learning needs	397(84%)	70(15%)	7(1%)
5. Economic, social, and political issues and trends that affect programs and services for individuals with exceptional learning needs	139(29%)	267(56%)	68(14%)
6. Major legislation that has affected individuals with exceptional learning needs	273(58%)	177(37%)	24(5%)
7. Legal decisions that have affected the lives of individuals with exceptional learning needs	181(38%)	253(54%)	39(8%)
8. Assurances and due process rights related to assessment, eligibility and placement for students who are culturally and/or linguistically diverse	350(74%)	102(22%)	20(4%)
9. Federal, state, provincial, and local funding sources and requirements	74(16%)	280(59%)	121(25%)
10. Requirements for documentation of instructional program accountability	395(83%)	51(11%)	28(6%)
11. "Rights and responsibilities" of parents, students, teachers and schools as they relate to individuals with exceptional learning needs	431(91%)	36(8%)	5(1%)
12. Contributions of advocacy organizations	45(10%)	310(66%)	115(25%)
Skills:			
13. Articulate personal philosophy of special education including its relationship to/with regular education	299(63%)	143(30%)	32(7%)
14. Conduct instruction and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures	392(83%)	63(13%)	20(4%)

I. CHARACTERISTICS OF LEARNERS			
Knowledge:			
15. Historical and philosophical perspectives of individuals with exceptionalities	95(20%)	315(67%)	63(13%)
16. Cognitive, physical, cultural, social, and emotional development of typical children and adolescents	426(90%)	45(10%)	5(1%)
17. Similarities and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals	431(91%)	42(9%)	3(1%)
18. Differential characteristics of children and youth with exceptionalities (including levels of severity where applicable)	407(86%)	61(13%)	4(1%)
19. Incidence and prevalence figures for specific exceptionalities	75(16%)	296(62%)	105(22%)
20. Etiologies of various disabling conditions	227(48%)	228(48%)	20(4%)
21. Characteristics of normal, delayed, and disordered communication patterns of exceptional individuals	356(75%)	111(24%)	6(1%)
22. Effect an exceptional condition may have on an individual's life	325(68%)	144(30%)	7(1%)
23. Characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural diversity, socioeconomic level, abuse/neglect, substance abuse, etc.)	286(60%)	174(37%)	14(3%)
24. Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities	287(60%)	161(34%)	28(6%)
25. Educational implications of characteristics of various exceptionalities	412(87%)	59(13%)	5(1%)
26. Models of interactions among individuals with exceptional conditions, risk factors, environments, and development	201(42%)	231(49%)	42(9%)
Skill:			
27. Access information on various cognitive, physical, cultural, social, and emotional conditions Of exceptional individuals	344(73%)	115(24%)	14(3%)
III. DIVERSITY			
Knowledge:			
28. Strategies for preparing students to live harmoniously and productively in a multi-class, multi-ethnic, multicultural, and multinational world	297(63%)	141(30%)	33(7%)
29. The influence of the dominant culture on shaping schools and the individuals who study and work in them	104(22%)	273(58%)	96(20%)

30. One's own ethnocentrism and the impact of that ethnocentrism on others, especially students and families from diverse populations	167(35%)	236(50%)	72(15%)
31. Differing learning styles of culturally diverse students and how to adapt teaching to these styles	331(70%)	123(26%)	21(5%)
32. Terminology used in the literature related to cultures and cultural issues	137(29%)	278(58%)	60(13%)
Skills:			
33. Prepare students to exhibit self-enhancing behavior in response to societal attitudes and actions	342(72%)	111(23%)	22(5%)
IV. ASSESSMENT, DIAGNOSIS, AND EVALUATION			
Knowledge:			
34. Basic terminology used in assessment	452(95%)	23(5%)	1(0%)
35. Need for a theoretical framework within which to make assessment decisions	311(66%)	137(29%)	25(5%)
36. Ethical concerns related to assessment	330(70%)	124(26%)	20(4%)
37. Legal provisions, regulations and guidelines regarding student assessment	379(80%)	81(17%)	12(3%)
38. Roles of the multidisciplinary team members including parents	434(92%)	38(8%)	2(0%)
39. Typical procedures used for screening, pre-referral, referral, classification	399(84%)	66(14%)	9(2%)
40. Types of assessment procedures and approaches, e.g., norm referenced, curriculum based, work samples, direct observation, interviews	405(85%)	61(13%)	9(2%)
41. Psychometric factors important to test selection, i.e., validity and reliability	214(45%)	219(46%)	43(9%)
42. Appropriate application and interpretation of scores, e.g., grade score vs. standard score, percentile ranks, age/grade equivalents, and stanines.	371(78%)	81(17%)	22(5%)
43. Appropriate use and limitations of each type of assessment instrument	343(72%)	109(23%)	23(5%)
44. The impact of modification of standardized instruments on validity and reliability	238(50%)	191(40%)	45(10%)
45. Implications of specific exceptional learning and developmental needs on assessment/evaluation	299(63%)	157(33%)	18(4%)
46. Differential assessment procedures for exceptional individuals from diverse cultures	233(49%)	195(41%)	47(10%)

47. Awareness of technology as it relates to the assessment process	105(22%)	300(63%)	70(15%)
48. Influence of diversity on assessment, eligibility, programming, and placement of exceptional learners	223(47%)	209(44%)	42(9%)
49. Appropriate use of assessment results with instructional practice	428(90%)	44(9%)	3(1%)
50. The relationship between assessment and placement decisions	402(85%)	70(15%)	3(1%)
51. Methods for monitoring student progress	452(97%)	14(3%)	2(0%)
Skill:			
52. Collaboration with parents and other professionals involved in the assessment of students with individual learning needs	400(84%)	71(15%)	5(1%)
53. Create and maintain student records	398(84%)	65(14%)	11(2%)
54. Gather background information regarding academic, medical, and family history	234(49%)	195(41%)	45(10%)
55. Eliminate or minimize sources of bias in planning and conducting assessment	231(49%)	183(39%)	58(12%)
56. Use various types of assessment procedures (e.g., norm-referenced, curriculum-based, work samples, observations) appropriately	387(82%)	71(15%)	14(3%)
57. Evaluate the technical adequacy of standardized tests	64(14%)	252(53%)	158(33%)
58. Administer frequently used standardized tests to gather data related to placement and programming of individuals with disabilities	248(53%)	163(35%)	59(13%)
59. Appropriate modification of informal test administration procedures to meet individual student needs	331(70%)	119(25%)	21(4%)
60. Use task analysis in the assessment process	312(66%)	139(29%)	23(5%)
61. Plan and construct effective and appropriately designed criterion referenced tests	173(37%)	190(41%)	105(22%)
62. Design procedures for accurately recording observations of student behavior	312(66%)	131(28%)	30(6%)
63. Score formal and informal assessment instruments and procedures	343(72%)	105(22%)	26(6%)
64. Interpret formal and informal assessment instruments and procedures	352(74%)	101(21%)	22(5%)
65. Use error analysis to further interpret student performance	190(40%)	201(43%)	81(17%)
66. Present assessment results in a written report	295(62%)	140(29%)	41(9%)
67. Report assessment results to students, parents, administrators and other professionals using appropriate communication skills	376(79%)	73(15%)	27(6%)

68. Evaluate instructional environments	295(62%)	144(31%)	34(7%)
69. Use performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments	371(79%)	93(20%)	8(2%)
70. Develop individualized assessment strategies for instruction	354(75%)	95(20%)	24(5%)
71. Use assessment information in making instructional decisions and planning individual student programs	432(92%)	36(8%)	3(1%)
72. Evaluate the results of instruction	426(90%)	37(8%)	10(2%)
73. Evaluate readiness for integration into various program placements	359(76%)	93(20%)	22(5%)
V. INSTRUCTIONAL CONTENT AND PRACTICE			
Knowledge:			
74. Educational theories and their influence on planning and implementing developmental and age appropriate curricula	214(46%)	213(45%)	44(9%)
75. Cognitive processes and methods for enhancing those processes	309(66%)	140(30%)	22(5%)
76. Differing learning styles of students and how to adapt teaching to these styles	420(89%)	47(10%)	7(1%)
77. Demands of various learning environments (e.g., individualized instruction in general education classes)	350(74%)	113(24%)	8(2%)
78. Scope and sequence of curriculum in all instructional areas	170(36%)	228(48%)	75(16%)
79. Importance of interrelatedness of different instructional areas	234(50%)	202(43%)	36(8%)
80. Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs	355(75%)	94(20%)	26(6%)
81. Technologies to deliver and augment instruction	244(52%)	207(44%)	19(4%)
82. Methods to facilitate student maintenance and generalization of knowledge and skills	382(81%)	83(18%)	7(1%)
83. Instructional and remedial methods, techniques, and curriculum materials	436(92%)	34(7%)	4(1%)
84. Task analysis for instruction	384(81%)	78(17%)	11(2%)
85. Techniques for modifying instructional methods and materials	431(91%)	36(8%)	5(1%)
86. Life skills instruction relevant to independent, community, and personal living and employment	325(69%)	111(24%)	36(8%)
87. First aid	175(37%)	262(55%)	37(8%)

88. Instructional materials and methods that allow students to value their cultural identities	148(32%)	269(57%)	53(11%)
89. Instructional approaches for transitions at all levels	267(57%)	181(39%)	21(5%)
90. Implications of research findings for instructional practice	118(25%)	282(60%)	69(15%)
Skill:			
91. Interpret and use assessment data for instructional planning	422(89%)	45(10%)	5(1%)
92. Develop and/or select assessment measures and instructional programs and practices which respond to cultural, linguistic, and gender differences	198(42%)	210(44%)	67(14%)
93. Develop comprehensive, longitudinal individualized student programs	283(60%)	139(29%)	54(11%)
94. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process	290(61%)	161(34%)	24(5%)
95. Prepare appropriate lesson plans	438(93%)	30(7%)	3(1%)
96. Involve the student in setting instructional goals and charting progress	292(62%)	163(34%)	19(4%)
97. Conduct and use task analysis	350(74%)	108(23%)	18(4%)
98. Select, adapt, and use instructional strategies and materials according to characteristics of learner	430(91%)	41(9%)	3(1%)
99. Develop, select, or modify curricula appropriate to the skill and developmental level of individuals with exceptional learning needs	415(88%)	47(10)	7(2%)
100. Sequence, implement, and evaluate individual student learning objectives	427(90%)	41(9%)	7(1%)
101. Integrate affective, social, and career/vocational skills with academic curricula	295(62%)	142(30%)	37(8%)
102. Use strategies for facilitating maintenance and generalization of skills across learning environments	333(70%)	124(26%)	19(4%)
103. Use instructional time properly	419(88%)	45(10%)	11(2%)
104. Teach students to use thinking, problem-solving and other cognitive strategies to meet their individual needs	410(87%)	53(11%)	9(2%)
105. Choose and implement instructional techniques and strategies that promote successful transitions for persons with exceptional learning needs	345(73%)	115(24%)	15(3%)
106. Establish and maintain rapport with learner	435(92%)	35(7%)	5(1%)
107. Use verbal and nonverbal communication techniques	400(84%)	70(15%)	4(1%)

108. Prepare students to participate in a variety of learning environments	304(64%)	150(32%)	20(4%)
109. Organize instructional groups according to learning styles and skill levels	319(67%)	130(28%)	25(5%)
110. Provide instruction in varying sizes of instructional groups	338(72%)	116(25%)	17(4%)
111. Plan and implement a program that promotes the inclusion of individuals with exceptional learning needs in the community	191(40%)	192(41%)	91(19%)
112. Monitor student progress for use in instructional decision-making	406(86%)	61(13%)	7(2%)
113. Identify resources to support instruction	294(62%)	161(34%)	20(4%)
114. Self-evaluation of instruction	344(73%)	112(24%)	19(4%)
VI. PLANNING AND MANAGING THE TEACHING AND LEARNING ENVIRONMENT			
Knowledge:			
115. Basic classroom management theories, methods, and techniques for students with exceptional learning needs	449(95%)	24(5%)	2(0%)
116. Research based best practices for effective management of teaching and learning	276(58%)	179(38%)	20(4%)
117. Effective strategies and techniques for facilitating the functional integration of persons with exceptional learning needs in various settings	326(69%)	131(28%)	17(4%)
118. Evaluation, planning, and management procedures to match the learner needs with the environment	337(71%)	127(27%)	11(2%)
119. Ways to foster a classroom atmosphere where students are free to express themselves	331(70%)	129(27%)	15(3%)
120. Ways in which technology can assist with planning and managing the teaching and learning environment	225(47%)	221(47%)	28(6%)
121. Placement, care, and use of technology in learning environments	197(42%)	242(51%)	36(8%)
Skill:			
122. Arrange room to facilitate student use of materials learning centers, and related equipment	345(73%)	122(26%)	7(2%)
123. Develop schedules and lesson plans with classroom organizational skills	420(88%)	51(11%)	5(1%)
124. Create a safe, positive, and supporting learning environment in which diversities are valued	432(91%)	39(8%)	4(1%)

125. Prepare and organize materials in order to implement daily lesson plans	424(89%)	46(10%)	5(1%)
126. Incorporate evaluation, planning, and management procedures which match learner needs with the instructional environment	376(80%)	94(20%)	3(1%)
127. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities	400(84%)	66(14%)	8(2%)
128. Design, structure, and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom	397(84%)	66(14%)	11(2%)
129. Plan a program that promotes the integration of individuals with exceptional learning needs with non-disabled students, allowing for maximum integration in various settings	298(63%)	144(30%)	31(7%)
130. Direct the activities of a classroom paraprofessional, aide, volunteer or peer tutor	317(67%)	138(29%)	21(4%)
131. Use a database program to create and manage student records	77(16%)	286(60%)	112(24%)
132. Create an environment which encourages self advocacy and increased independence	331(70%)	118(25%)	24(5%)
VII. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS			
Knowledge:			
133. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors	387(81%)	80(17%)	9(2%)
134. Ethical considerations inherent in classroom behavior management	363(77%)	105(22%)	7(1%)
135. Continuum of student behaviors encountered in learning environments	318(67%)	139(29%)	17(4%)
136. Teacher attitudes and behaviors that positively or negatively influence student behavior	412(87%)	61(13%)	3(1%)
137. Implications of causes of behavior on the selection of management strategies	343(73%)	119(25%)	11(2%)
138. Variety of effective behavior management techniques appropriate to the needs of exceptional individuals	445(94%)	29(6%)	1(0%)
139. Social skills needed for educational and functional living environments and effective instruction in the development of social skills	368(77%)	98(21%)	9(2%)
140. Strategies for crisis prevention/intervention	360(76%)	101(21%)	12(3%)
141. Technology to assist in the management of student behaviors	156(33%)	275(58%)	45(10%)

142. Strategies to involve students, parents, other school personnel, and community-based personnel in behavior management procedures and systems	266(56%)	171(36%)	37(8%)
143. Strategies for stress management	264(56%)	179(38%)	32(7%)
Skill:			
144. Identify social/behavioral patterns and environmental factors from systematic observations and recorded data	272(58%)	174(37%)	26(6%)
145. Effective integration of teacher aides, paraprofessionals, and/or volunteers in behavioral-management programs	296(62%)	165(35%)	14(3%)
146. Demonstrate a variety of effective behavior management techniques appropriate to the needs of exceptional individuals	421(89%)	45(10%)	7(2%)
147. Implement the least intensive intervention consistent with the needs of the exceptional individual	381(80%)	83(18%)	11(2%)
148. Modification of the learning environment (schedule and physical arrangement) to manage inappropriate behaviors	416(88%)	50(11%)	6(1%)
149. Identify realistic expectations for personal and social behavior in various settings	372(79%)	86(18%)	13(3%)
150. Integrate social skills into the curriculum	364(77%)	103(22%)	7(1%)
151. Use of effective teaching procedures in social skills instruction	369(78%)	97(20%)	10(2%)
152. Demonstrate procedures to increase student self-awareness, self-control, self-reliance, and self-esteem	388(82%)	83(18%)	3(1%)
153. Use of technology to assist in the management of student behaviors	106(22%)	303(64%)	66(14%)
154. Strategies and techniques for facilitating the functional integration of exceptional individuals in various settings	301(63%)	149(31%)	25(5%)
155. Evaluate the effectiveness of social skills and behavior management programs	324(68%)	124(26%)	27(6%)
VIII. COMMUNICATION AND COLLABORATIVE PARTNERSHIPS			
Knowledge:			
156. Importance and benefits of communication and collaboration which promotes interaction with students, parents, school and community personnel	353(75%)	100(21%)	17(4%)
157. Diversity and dynamics of families, schools, and communities as related to effective instruction for individuals with exceptional learning needs	204(43%)	234(49%)	36(8%)

158. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns	325(69%)	135(29%)	12(3%)
159. Differences in behaviors including communication styles and behaviors among cultures that may lend themselves to misinterpretation and misunderstanding	258(54%)	195(41%)	21(4%)
160. Developing individual student programs working in collaboration with team members	387(82%)	78(17%)	7(2%)
161. Team/group process skills in varied settings	262(55%)	183(38%)	30(6%)
162. Roles of students parents, teachers, other school and community personnel in planning a student's individualized program	387(81%)	77(16%)	12(3%)
163. Ethical practices for confidential communication to others about individuals with exceptional learning needs	437(92%)	35(7%)	3(1%)
164. Collaborative techniques and methods for serving special needs students	328(70%)	135(29%)	9(2%)
165. Roles of various local, state, provincial, or national agencies in providing services for students with exceptional needs	139(30%)	282(60%)	50(11%)
166. Structures for interagency collaboration including interagency agreements	84(18%)	262(55%)	127(27%)
Skill			
167. Use of collaborative strategies in working with students, parents, school and community personnel in various learning environments	307(66%)	139(30%)	20(4%)
168. Use of communication and collaborative methods to involve student, parents and school and community personnel in the individual student planning process	319(68%)	126(27%)	21(5%)
169. Communicate and consult with students, parents, teachers, and other school and community personnel	409(87%)	52(11%)	12(3%)
170. Foster respectful and beneficial relationships between families and professionals	369(78%)	92(20%)	10(2%)
171. Develop constructive intercultural, interpersonal relationships with parents, students, and professionals from diverse groups	244(52%)	190(40%)	40(8%)
172. Encourage and assist families to become active participants in the educational team	342(72%)	121(26%)	12(3%)
173. Develop materials for communication with students, parents, and other professionals	218(46%)	207(44%)	48(10%)
174. Plan and conduct collaborative conferences with parents or primary care givers	353(74%)	101(21%)	21(4%)

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175. Collaborate with regular classroom teachers and other school and community personnel in integrating students into various learning environments	414(87%)	56(12%)	6(1%)
176. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of students with specific exceptional learning needs	393(83%)	67(14%)	15(3%)
177. Maintain communication systems with all the interested groups and in collaborating to achieve goals and objectives of the individualized student program	320(68%)	130(27%)	24(5%)
178. Identify and develop collaborative relationships with community resources	113(24%)	286(61%)	72(15%)
IX. PROFESSIONALISM AND ETHICAL PRACTICES			
Knowledge:			
179. Code of Ethics and Standards of Professional Practice of the Council for Exceptional Children Special education professionals: .are committed to developing the highest educational and quality of life potential of exceptional individuals .promote and maintain a high level of competence and integrity in practicing their profession .engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects .exercise objective professional judgment in the practice of their profession .strive to advance their knowledge and skills regarding the education of exceptional individuals .work within the standards and policies of their profession .seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession .do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC	353(74%)	110(23%)	13(3%)
180. Appropriate dress for the workplace	289(61%)	153(32%)	34(7%)
181. One's own cultural biases and differences that affect one's teaching	343(72%)	122(26%)	11(2%)
182. Positive aspects of the cultures, religions, gender, and sexuality of students	305(64%)	152(32%)	18(4%)
183. Necessity to ensure equitable access to technology and other instructional materials by students	270(57%)	185(39%)	20(4%)

184. Copyright laws as they relate to educational materials	237(50%)	192(41%)	45(10%)
185. Importance of the teacher serving as a model for students	437(92%)	30(6%)	6(1%)
Skill			
186. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs	427(91%)	32(7%)	11(2%)
187. Demonstrate positive regard for the cultures, religion, gender, and sexuality of students	423(89%)	48(10%)	2(0%)
188. Promote and maintain a high level of competence and integrity in the practice of the profession	439(93%)	30(6%)	3(1%)
189. Exercise objective professional judgment in the practice of the profession	426(90%)	39(8%)	10(2%)
190. Practice within the CEC Code of Ethics and other standards and policies of the profession	402(85%)	61(13%)	10(2%)
191. Demonstrate proficiency in oral and written communication	433(91%)	40(9%)	1(0%)
192. Engage in professional activities which may benefit exceptional individuals, their families and/or colleagues	229(48%)	226(48%)	19(4%)
193. Comply with local, state, provincial, and federal monitoring and evaluation requirements	426(90%)	34(7%)	15(3%)
194. Seek to improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of the profession	202(43%)	192(41%)	77(16%)
195. Ethical use of copyrighted educational materials	315(67%)	131(28%)	24(5%)

Appendix C

Summary Listing of Responder Comments by Survey Statement

1. History of services for individuals with exceptional learning needs
   - Current availability, more important knowledge
   - why?
   - not necessary
   - a "list" of services essential, not history
   - not essential

2. Models, theories, and philosophies that provide the basis for special education practice

3. Variations in beliefs, transitions, and values across cultures within society and the effect of the relationships between child, family, and schooling
   - this area will be enhanced with experienced and should be addressed but not essential
   - must be able to understand kids as a whole
   - helps but not really necessary
   - what does this mean, please
   - within 6 months relevant to locality
   - part 1--desirable but not essential; part 2--essential

4. Issues in definition and identification procedures for individuals with exceptional learning needs
   - not essential, too advanced
   - especially at state level

5. Economic, social, and political issues and trends that affect programs and services for individuals with exceptional learning needs
   - not necessary for beginning teachers
   - experienced
   - focus needs to be on application
   - not necessary for classroom instruction
   - routed B--becomes "real" as you teach
   - it takes so long for affects to trickle down
   - emphasis on social & political issues & trends
   - not expected of 1st year teacher
   - necessary at master's level
   - not necessary for entry-level
   - advanced skill
   - a beginning teacher won't have time for this
   - political issues at local level affect program
   - N/A
   - advanced
   - constantly changing--needs to know how to keep aware
   - good to be affective leaders
   - this will come with experience
   - more of a state reprieval level affects those working with more seniority/upper level

6. Major legislation that has affected individuals with exceptional learning needs
   - experienced
   - not important as beginning teacher
   - history of legislation is not as important as what is the law now and how it applied to the IEPC process
   - not applicable in Can
   - more so if you plan to go into administration
   - especially court cases leading to the major legislation
   - essential in our role as advocate for ch/fam/sch
   - what monies are available
   - not essential--can learner thru papers

- info. needed only by supervisors or planners
- this will come with experience

7. Legal decisions that have affected the lives of individuals with exceptional learning needs
   - comes after some years of work
   - not necessary for beginning teachers
   - Teachers can have more impact effecting legislation through contact with representatives
   - not important to practice-application
   - too diverse, international differences
   - not applicable in Can
   - to varied throughout states would take too much time
   - more so if you plan to go into administration
   - not important to service delivery
   - more important for sp. ed. to know #6

8. Assurances and due process rights related to assessment, eligibility and placement for students who are culturally and/or linguistically diverse
   - There are names SED doesn't show
   - beginning teachers aren't involved in the administrative process
   - depends on school system/setting
   - more so if you plan to go into administration
   - depend on where you teach/can look as if needed
   - this should be relevant for all students in special education
   - as related to all special ed. students

9. Federal, state, provincial, and local funding sources and requirements
   - too many other more important things that's not a survival need
   - Can be learned on the job
   - Teachers do not generally hate to deal with funding
   - Administrators rather than teachers need this
   - Federal requirements can be taught--but state, local sources & requirements vary and are constantly changing
   - more in the administrative realm
   - not part of a teacher's responsibilities
   - needs for the administrative level
   - experienced
   - only dependent on whether person works alone
   - administration responsibility
   - advanced skills for directors
   - district office personnel
   - not necessary for the beginning teacher
   - depends on where you work not applic. to college setting
   - administrative responsibility
   - not required initially
   - directors job
   - changes too often
   - more so if you plan to go into administration
   - as administrative function
   - not necessary for beginners
   - some "higher" up will take care of it
   - sp. ed. director needs to know this
   - administrative knowledge
   - more an administrative responsibility
   - this is administrative level
   - advanced skill

- administrator responsibility
- rather need to know how/where to find out
- essential for administration–not teacher
- will vary by locality, should be generic
- may be acquired in advanced degree program
- beg. teachers have enough to be concerned with without worrying about funding sources. They can learn this info. when they need to know it
- not essential
- this is necessary so that we can understand where we get our money
- not necessary for beg. teacher–more administrative
- usually administrative duty
- administration responsibility
- info. needed only by supervisors or planners
- administrator's responsibility
- not essential–learn later
- can be obtained later
- beginning teachers generally not involved in funding issues
- know where to find
- something that may be pursued at a later date–not necessary for beg. teachers

10. Requirements for documentation of instructional program accountability
    - Can be learned on the job
    - Each district is different
    - All the paper work required takes away from teaching time
    - Documentation is extremely important, you never know when you may be called upon for information
    - district office personnel
    - administrative responsibility
    - Varies within districts and should be covered but not taught in detail
    - probably varies among states–must be learned
    - unclear as to what you mean
    - will be informed of through program supervisor
    - will vary by locality, should be generic
    - experienced definitely
    - not necessary to beg. teacher
    - advanced skill
    - differ from school district to district

11. "Rights and responsibilities" of parents, students, teachers and schools as they relate to individuals with exceptional learning needs
    - teachers–essential–others know where to find

12. Contributions of advocacy organizations
    - comes with experience
    - Would be nice–but very rarely seen, not necessary
    - not necessary
    - for historical information only
    - experienced
    - establish teacher might become interested
    - systems vary and this knowledge comes from being in a system, but it is critical
    - needed more for special needs at risk
    - comes with territory of actually working in the profession
    - neither essential or desirable
    - instruction much more important for teachers
    - this needs time and practical experience

- directors job
- may not be enough info. to spend time with this subject
- your mentor will know! Know resource to look it up
- sp. ed. director or LEA should know
- as this differs from area to area it is something the individual needs to research for his/her particular area
- for more advanced person
- this comes with experience learning a specific community
- N/A
- not necessary for effective teaching
- not necessary at beginning level
- learn it as you go
- not for inexperienced teacher
- not essential or necessary for beginning teachers
- this can be very political
- not an educational need
- nice to know but not necessary for beginners—will learn this as they go along
- comes with experience
- can learn this on job/sources change community
- learn later—depending on relevancy
- know where to find it
- for experienced teachers
- knowledge that there are such groups in desirable but not necessary for beginners

13. Articulate personal philosophy of special education including its relationship to/with regular education
- New, though some of this comes with time
- beginner may not have one or more change
- needs to know own philosophy
- can't really happen until going in "the trenches"
- a simple understanding is enough
- will develop after experience
- but "it" should evolve with experience
- we all have one whether we realize if or articulate it
- important in light of the move toward consultation/collaboration
- will change over time
- entry-level may not have assertiveness and confidence needed for this
- this will develop and change with experience
- this develops with experience
- this needs to develop over time and actually working with students they can have a beginning idea of their personal philosophy
- and awareness that this will grow/change
- specially in integration situation
- should understand why chose field
- not necessary at this level—concentrate on skills
- I would expect an initial personal philosophy, but this should grown with experience
- this grows with experience
- advanced skill
- should be able to but not as fully perhaps as after some experience
- develops and matures over time

14. Conduct instruction and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures
    - comes with experience
    - developed skill
    - essential but the inclusion of local district makes this difficult or even impossible
    - rated B—needs examples set along these lines
    - a district will outline its policy which should be consistent with all requirements and all teachers must follow these guidelines
    - will develop with experience and will vary by district
    - it takes working for a while to really learn all these
    - needs clarification
    - local policies and procedures vary—impossible to know without experience
    - re:local-know how what to ask about procedures could vary district to district and state to state. Colleges can't cover all local possibilities
    - advanced skill—not important for beginning teachers
    - not necessary at this level—concentrate on skills
    - advanced skill
    - and best practice
    - I'm unclear as to the meaning of this question. Understanding local policies and procedures is a readjustment all teachers have to make when taking a new job, but that is after the fact. If this is implying that there is a given or faxed way to instruct students I heartily disagree. If we are talking about such things as corporal punishment or ethical behavior then I would rate it an A

15. Historical and philosophical perspectives of individuals with exceptionalities
    - comes later with experience
    - may help understand exceptional individuals
    - doesn't effect working with young children
    - Why?
    - interesting but not necessary
    - practical teaching methods are more useful
    - HUH?
    - doesn't affect delivery of service
    - this comes with experience
    - again—more of an elective course than required
    - not essential
    - do you mean "of" or "regarding"?

16. Cognitive, physical, cultural, social, and emotional development of typical children and adolescents
    - Very, very important
    - infants and adults also specialize in level they will teach
    - after years with special children this is a must for a refresher course, too.
    - should be for all teachers
    - no 2 special ed. children are the same—teachers teach this as though they are
    - and language/communication

17. Similarities and differences between the cognitive, physical, cultural, social, and emotional needs of typical and exceptional individuals
    - If aware of typical development differences will be apparent

18. Differential characteristics of children and youth with exceptionalities (including levels of severity where applicable)
    - at least group/exceptionality working with
    - necessary for specific population with which working
    - relating to field desired

19. Incidence and prevalence figures for specific exceptionalities
    - I studied that--rarely use or think of it
    - can always refer to stats; knowledge of where the information is
    - not essential to beginning teacher
    - unless interested statistics only important when directly applicable
    - administration responsibility
    - why?
    - contributes nothing to ident. and working with problems
    - interesting, but not essential for beginning teachers
    - statistics don't help the teacher
    - not necessary
    - not essential information
    - not relevant to teaching process
    - these children are going to be served, regardless of incidence figures
    - neither essential nor desirable
    - only if interested
    - not important for hands on teaching
    - for more advanced teachers
    - nice, but not necessary
    - changes continually when terms redefined
    - administrator's responsibility
    - not essential
    - helpful to have some back
    - not critical to effectively teaching students
    - more of an administrative, research, staff, regional concern
    - not specific to student instruction or programming--more advanced

20. Etiologies of various disabling conditions
    - origins may not effect teaching approaches
    - treating manifestation
    - good to have information available
    - will come with exposure/experience
    - general knowledge--specific case by case
    - this can be taken to extremes, teachers are concerned with education
    - not essential (N/E)
    - interesting but not essential to good teaching
    - isn't this the same as 17, 18, 19 (15)
    - useful to have some background--but after ethology not known can research as need to

21. Characteristics of normal, delayed, and disordered communication patterns of exceptional individuals
    - needed by speech/language specialists
    - speech/language needs specifics
    - B-unless speech therapist then A
    - speech pathologists
    - we have speech therapists to assist us
    - skill most effectively gained through experience
    - relating to desired certification
    - N/E

22. Effect an exceptional condition may have on an individual's life
    - Don't always know
    - dependent on student's age/severity of condition
    - may or may not
    - school life or future life
    - can this be adequately "taught"?

23. Characteristics and effects of the cultural and environmental milieu of the child and the family (e.g., cultural diversity, socioeconomic level, abuse/neglect, substance abuse, etc.)
    - especially at this time
    - this is essential, but on a graduate level
    - although this may lead to stereotyping and self-fulfilling attitudes

24. Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities
    - Research as it pertains
    - As the need arises
    - should be able to get needed information from nurse
    - can be learned or referred to in various texts
    - may need to know in specific cases
    - teachers are not doctors or nurses
    - depends on area of endorsement, some disabilities use more medicines
    - nice to know but other team members should be more aware
    - knowledge should come from experience and in service courses
    - have material available to check this when you have a study offered
    - you aren't going to remember them all—only your particular students
    - while many may see this as essential—we often do an job not knowing if any med. is given or not
    - medical concern and authority
    - the basics like ritalin not into multitudes of drugs, etc.
    - most appropriate when working with a particular child using a specific medication
    - defer to specialists
    - access to medical professionals with this info. is adequate
    - relating to certified field
    - my students are all on medication. I wish I were more knowledgeable about them i.e., seizure medication
    - good to know—but not possible to keep up with change or expect student to remember
    - will learn with experience
    - info. should be gained from phys. in context of specific children
    - learn as needed
    - can do—knowledge base with experience but based on individual learner as well
    - not essential unless it applies to a teacher's students
    - too individualized/must address in individual case
    - there are so many that we can't expect a new teacher to have mastered this

25. Educational implications of characteristics of various exceptionalities
    - should know in own areas—not necessarily all
    - NE

26. Models of interactions among individuals with exceptional conditions, risk factors, environments, and development
    - ?
    - administrative responsibility for scheduling/planning
    - what do you mean?
    - unclear statement
    - have information available
    - this could cause stereotyping if used too rigidly
    - don't understand the question

- neither essential nor desirable
- I don't understand this statement
- skill most objectively gained through experience
- not sure what this one means
- ???
- not clear of intent of question
- this question is not clear
- not essential
- will be developed with experience
- what does this mean exactly?!?!? unclear
- don't fully understand statement
- I'm not sure what this means
- question does not make sense

27. Access information on various cognitive, physical, cultural, social, and emotional conditions of exceptional individuals
- If I have interpreted statement as intended, students need to know who, what, when or how to access, but this can be learned on job
- some what significant
- again this could be a part of a team approach or interaction
- needs clarification
- role of supervisor--not essential for teacher to access in beginning
- this comes with experience
- not sure about this
- be able to access information

28. Strategies for preparing students to live harmoniously and productively in a multi-class, multi-ethnic, multicultural, and multinational world
- yes, this is what we are all aiming for
- developed with time
- rated B--much of this will come through trial and error
- new concepts--new to education--unable to judge
- very important but seldom discussed on the graduate level
- no time
- depends on location and age level
- May not apply to all age/ability levels
- this is essential for ALL TEACHERS: regular and sp. ed.
- interesting but not necessary any for beg. teachers
- this should be integrated into all teaching strategies
- unrealistic right now unfortunately
- VIP
- wouldn't it be wonderful if someone possessed a sure fire strategy. I think this is what at the base of what religion has been forever. The goal, however is obviously always try
- too broad a goal-basic knowledge is needed at this level
- this section applies to all teachers, not just sp. ed.--is "essential" for everyone
- this comes with experience and should be a goal for <u>all</u> teachers

29. The influence of the dominant culture on shaping schools and the individuals who study and work in them
- administrative concern
- not necessary for beginning teacher in classroom
- rated B--much of this will come through trial and error
- good to be aware of but not essential for classroom
- this item needs improving--poor item
- very important but seldom discussed on the graduate level. I teach Hispanic and Native American children in NM but this is not taken into consideration by the Albuquerque School System

- no time
- advanced learner-graduate
- nice to know--beginning teacher won't use it
- not entry-level--an administrative responsibility
- an advanced skill
- thru outside reading/exposure
- knowledge more appropriate to experienced teachers
- what do you mean by dominant culture?
- interesting but not necessary any for beg. teachers
- VIP
- not critical
- that should already be known
- unclear
- good to know but not as important as other items
- area for admin. of those with experience who develop or direct programs
- to help understand, but not necessarily for beg. teachers

30. One's own ethnocentrism and the impact of that ethnocentrism on others, especially students and families from diverse populations
    - more nationally handled in the field
    - this does not factor
    - no time
    - an advanced level of insight
    - experienced to understand sensitivity to this should be stressed, but must be
    - knowledge more appropriate for experienced teachers
    - this is a graduate student course
    - neither essential nor desirable
    - this comes with time
    - interesting but not necessary
    - formed after experience
    - I live in NYC--all of this very important
    - not important
    - preconceived ideas does not permit growth

31. Differing learning styles of culturally diverse students and how to adapt teaching to these styles
    - teaching should be adapted for all students
    - more nationally handled in the field
    - adapt teaching to learning style--not cultural differences
    - importance dependent of school pop.
    - very useful if students and teachers belong to different cultural groups or subgroups
    - different populations that would teach
    - learning styles of all students--how to assess and teach
    - sp. ed. teachers should be trained to meet all learning styles
    - neither essential nor desirable
    - I live in NYC--all of this very important
    - creates a new stereotype--need focus on individual--rather than creating new expectation for culture
    - work as a team member so will have assistance
    - to individual styles and learners may not be culturally based

32. Terminology used in the literature related to cultures and cultural issues
    - can be researched if needed
    - not essential
    - no
    - deal with as it is appropriate
    - generally not necessary to teaching successfully
    - N/A
    - knowledge more appropriate for experienced teachers
    - neither essential nor desirable
    - not essential for beginning teacher
    - teacher can take some responsibility on her own
    - interesting but not necessary
    - more importantly, ability to access this information when needed
    - I live in NYC–all of this very important
    - not useful if learned in isolation, need to learn in context of 29, 30, 31

33. Prepare students to exhibit self-enhancing behavior in response to societal attitudes and actions
    - how a child reacts is important to their being accepted
    - students need positive self-esteem
    - in spite of, but not in response to
    - neither essential nor desirable
    - and what does this look like in actual practice
    - this comes with experience
    - does this mean be socially acceptable
    - not clear

34. Basic terminology used in assessment
    - teacher should have broad knowledge of assessment, but expertise should come from psych.
    - this area is getting to be more important as regular teachers are looking to the sp. ed. teacher as a resource in intervention and other areas

35. Need for a theoretical framework within which to make assessment decisions
    - this would be more effective if learned and evolving rather than given/static
    - this should develop with experience
    - no
    - this is for psychologists
    - too much theory, not enough practical information
    - teachers should be concerned with assessment that affects curriculum decisions
    - hard without some teaching experience
    - decisions are based on findings not theory
    - more important to be able to utilize assessment to improve instruction

36. Ethical concerns related to assessment
    - marginal error should be disclosed and assessments explained fully
    - teacher has little voice
    - will develop recognition with experience
    - psychologists
    - psychologists should know this
    - hopefully a teacher will develop ethics with experience
    - more important to more experienced teacher

37. Legal provisions, regulations and guidelines regarding student assessment
- each school system sets own standard for assessment
- may vary from state to state–should learn during early experience
- beginning teachers should have supervision
- may not have knowledgeable advisor
- very important
- beginning teachers dependent on supervision for this

38. Roles of the multidisciplinary team members including parents
- can be learned on job
- this varies but yes they should know
- each school district has their own definition of roles
- extremely important

39. Typical procedures used for screening, pre-referral, referral, classification
- basic
- more of an administrative role
- by having a good pre-referral system an informal assessment can be made
- this should be general and typical, because this also varies
- differs per site
- the role of the student study team
- again, each school has their own procedures
- may be more essential for beginning special education teachers that may be directly involved in special education--such as early childhood
- new teacher should become familiar with school procedures as soon as possible

40. Types of assessment procedures and approaches, e.g., norm referenced, curriculum based, work samples, direct observation, interviews
- for more experienced teachers
- psych. teachers
- our system has a diagnostic center to do testing
- each school district has own philosophy
- job for the evaluating psychologist
- these types of assessment help to set up an appropriate IEP
- diagnosticians or someone else will do this

41. Psychometric factors important to test selection, i.e., validity and reliability
- teacher has no voice in this selecting
- for more experienced teachers
- know where to find in testing information
- for evaluating psychologists
- psychologists
- special education departments duty
- more for diagnostician
- choice of test rarely up to teacher
- sp. ed. teachers rarely have access to formal texts.
- a lot of systems have psychometrists and this may or may not be essential
- not necessary for the teacher
- not necessarily teacher function
- when, how to use a test
- graduate learner
- not necessary–you'll use tests schools have
- role of psychologist
- spend a little time-not much

- graduate programs should include this
- should be included in school psychologist training-not teacher
- necessary only for those who do testing
- can be read in guides--not basic knowledge
- so a decision can be made to which test to use
- I've found teachers are told which tests to use when
- learn later as needed
- graduate level instruction
- it's more important to be turned into what the child can do rather than statistical aspects. This can be gained through experience

42. Appropriate application and interpretation of scores, e.g., grade score vs. standard score, percentile ranks, age/grade equivalents, and stanines.
- teacher has little voice
- psych.'s area should explain to members of team
- psychologist is available for interpretative
- only age/grade equivalents are essential
- for evaluating psychologists
- this was a skill I didn't learn until working on my MA. It should have been taught during my BA
- a lot of systems have psychometrists and this may or may not be essential
- how to make the information understandable to the parent
- guidance will do this
- not to memorize though but a thorough handout/booklet
- may not always have a psychometrist to consult
- this comes with time

43. Appropriate use and limitations of each type of assessment instrument
- psychometrist help teachers
- for evaluating psychologists
- should be constantly updated for <u>all</u> members of team
- as needed
- psychology--psychometry function
- for specialized study
- this seems very broad--? used?? available?
- essential only for those who do the testing
- this is very essential

44. The impact of modification of standardized instruments on validity and reliability
- by adequately doing #43, #44-46 should become self evident and explanatory
- psychometrists help teachers
- should be part of the psychologist job/should be developed with their help
- for evaluating psychologists
- psychologist can deal with this
- necessary for district diagnostician
- not responsibility of teacher
- psychological function
- advanced learner
- can read when needed
- role of psychologist
- neither essential nor desirable
- essential only for those who do the testing
- yes--but modification can yield additional and more reliable information about individual's learning
- and how to deal with parents who claim a child is on level due to the modification
- learn as needed

- advanced skill

45. Implications of specific exceptional learning and developmental needs on assessment/evaluation
    - best not known
    - this can be taken to an awareness level in training; would be "learned" by experience
    - for evaluating psychologists
    - need to know that as children vary, so do the methods for testing
    - advanced learner
    - neither essential nor desirable
    - learn as needed

46. Differential assessment procedures for exceptional individuals from diverse cultures
    - not job of teacher
    - not essential
    - this would be essential for a beginning psychologist
    - psych. person helps
    - again should be between psychologist and teacher
    - for evaluating psychologists
    - psychologists
    - more for examines than classroom teacher
    - I believe the tests are often inappropriately used
    - never seen any that address culture differences
    - psychological function
    - can find out when/if needed
    - essential if in an area with diverse cultures
    - depends on area, it's essential if areas is dimensified.
    - for advance/experienced teachers
    - all should be individualized regardless of culture
    - most tests are done by a psychologist, not the teacher
    - learn as needed
    - need to have basic foundation for all--haverly breath of knowledge would be expected to increase with experience
    - advanced skill

47. Awareness of technology as it relates to the assessment process
    - technology is overstated in importance--more functional items need time spent on
    - for evaluating psychologists
    - psychologists
    - not necessary for teachers beginning
    - other school personnel should be involved
    - depends on area of specialty
    - not critical for spec. ed.
    - can come with experience
    - role of psychologist
    - most districts offer training on the tech. they have
    - won't impact teaching in any way
    - unclear
    - advanced skill; highly individualized

48. Influence of diversity on assessment, eligibility, programming, and placement of exceptional learners
    - by adequately doing #43, #44-46 should become self evident and explanatory
    - role of psychologist
    - not sure I understand
    - unclear
    - what diversity?

49. Appropriate use of assessment results with instructional practice
    - having little faith in reliable and valid assessment tools--I think little emphasis should be placed on this
    - critical
    - yes
    - extremely important
    - would require experience in my view

50. The relationship between assessment and placement decisions
    - critical
    - IEP team effort
    - extremely essential

51. Methods for monitoring student progress
    - could be dependent on school system
    - critical
    - too numerous--familiarize with some
    - very important
    - this is the result experience/growth

52. Collaboration with parents and other professionals involved in the assessment of students with individual learning needs
    - again more relevant in actual teaching situation
    - many times parents and teachers can supply valuable information
    - comes with experience
    - this is a learned process

53. Create and maintain student records
    - especially maintenance
    - again more relevant in actual teaching situation
    - important for monitoring progress
    - very important
    - there is no "1" way
    - should do automatically
    - on the job--differs from school to school

54. Gather background information regarding academic, medical, and family history
    - Psych's generally do--my part is minimal
    - social worker should gather this information
    - social worker responsibility
    - assessment teams should give teacher this information
    - should be the responsibility of social worker, etc.
    - rated A--hopefully situations will provide so student can do this under some supervision
    - should not be resp. of teacher
    - not in the province of sp. ed. teachers
    - responsibility of other school personnel
    - gathering information allows for setting up appropriate IEP
    - beginning teachers usually would have this information gathered by school psychologist, etc.
    - should be down by multidisciplinary team in social every mutual
    - as a teacher I don't feel this is up to me
    - social worker should do
    - administrative skill
    - This is a child study team effort
    - responsibility of counselor and nurse
    - other agencies responsibilities
    - use # 52, we have social workers and psychologists

- this is a job for a clerk–provide some to teacher
- There is the question of whether one should see these before forming one's own opinions of students, without biasing info such as past records
- administrative responsibility
- not usually job of beginning teacher
- social work function
- if working with or is responsible during assessment
- hard to do before teaching
- most often–responsibility of sp. ed. supervisor
- ultimately–social worker's role on team
- should be done by professionals other than teacher

55. Eliminate or minimize sources of bias in planning and conducting assessment
- diagnosticians job or district policy
- psychometrist will help
- psychologists
- should be built into assessment
- rated A–hopefully situations will provide so student can do this under some supervision
- adm. responsibility
- extremely important but not respon. of teacher
- responsibility of other school personnel
- to know how
- test developer's skill
- not teacher role
- role of psychologist
- not appropriate
- essential only for those who do the testing
- possible as a beginning spec. ed. teacher need to be able to do–but may not be
- responsibility of school psychologist
- not usually teacher's responsibility
- do as needed–and according to location
- a more advanced skill than needed by beginning teachers
- advanced skill
- not to be expected of beginning teachers but extremely important as part of ongoing development

56. Use various types of assessment procedures (e.g., norm-referenced, curriculum-based, work samples, observations) appropriately
- rated A–hopefully situations will provide so student can do this under some supervision
- not for special educators
- demonstrate the ability
- if teacher is responsible for assessments
- leave to professional evaluators
- again, usually done by the psychologist

57. Evaluate the technical adequacy of standardized tests
- a psychometrist's or consultant's task
- not a necessary skill for beginning teachers
- not a teacher's job
- essential skill, but required to use certain tests regardless
- they are not adequate and are a waste of time
- testing is not truly a part of a special education teacher's daily function
- county should assess
- psych. person
- this is the responsibility of the admin. and for psychologist

- not necessary for classroom teacher
- let the test developers do this
- rated A--hopefully situations will provide so student can do this under some supervision
- special education department decision
- other personnel in sp. ed.
- not respons. of teacher
- this skill is for the assessment team
- responsibility of school psychologist
- psychometrist would do this
- usually evaluations are selected by admin. and this for teachers to choose from
- as a teacher I don't feel this is up to me
- although important skills, the vast majority of classroom teachers do NOT administer tests/assessments--done by staff psychologists/educational/learning consultants
- know how to obtain information if necessary
- "beginning" teachers don't need this skill
- this task should be reserved for research psychologists
- feel a coordinator or master teacher should to this
- no time
- comes with experience
- this is run as an advanced skill
- advanced specialized skill
- advanced learner
- no choice/use what district provider
- more appropriate for evaluators, etc.
- for advanced studies and personnel who only evaluate
- school psychologist does this
- not their responsibility
- essential only for those who do the testing
- NA for teacher
- the school district usually does this
- can be acquired through advanced study
- begin. teachers use tests they are given and must rely on expertise of others
- experienced teachers
- should already do
- I don't see this as a functional skill for teachers
- N/A for beg. teachers
- advanced skill
- not reg. by teachers--decision made by school
- unclear
- not necessary/advanced teachers may acquire skill later
- not essential
- unclear what technical adequacy means
- usually done at a level above beginning teachers, e.g., psychologists, program staff
- not a need for begin teacher, maybe psychometrist or research
- advanced skill
- not a beginning teacher's responsibility
- specialized training required
- not necessary to initial effectiveness with students

58. Administer frequently used standardized tests to gather data related to placement and programming of individuals with disabilities
- I don't care for standardized tests
- use other indicators--parent and teacher is input, old records, etc.
- frequency causes inaccuracy
- rated A--hopefully situations will provide so student can do this under some supervision
- not respons. of teacher
- should be assessment specialty
- as a teacher I don't feel this is up to me
- although important skills, the vast majority of classroom teachers do NOT administer tests/assessments--done by staff psychologists/educational/learning consultants
- psychologist should know
- as part of MDAT team
- reg. ed. teachers should do this
- how to ... yes, may not have newest tests avail. once on the job
- more appropriate for evaluators, etc.
- not necessary at teacher level
- Advanced skill
- standardized testing seems more the role of the psychologist
- more important to have data for programming
- can be learned
- only if these "frequently used tests" meet the criteria for validity, reliability, etc.
- do this
- N/A for beg. teachers
- this skill is frequently done cooperately with others
- role belongs to other than beginning teacher
- standardized test are necessary for placement under most current systems--unfortunately but are not the most effective tool for programming assistance

59. Appropriate modification of informal test administration procedures to meet individual student needs
- may invalidate test results in some cases
- developed skill
- comes with experience
- critical
- rated A--hopefully situations will provide so student can do this under some supervision
- although important skills, the vast majority of classroom teachers do NOT administer tests/assessments--done by staff psychologists/educational/learning consultants
- advanced skill-experiences instructs
- will come with experience
- more appropriate for evaluators, etc.
- it is important to establish support with reg. teacher for this purpose
- some things become apparent with experience
- this may not be possible without more ed.
- I think they need to have experience with testing before they can appropriately modify

60. Use task analysis in the assessment process
- good inservice after obtaining some experience
- for evaluating psychologist
- more so for teachers of severely handicapped
- rated A--hopefully situations will provide so student can do this under some supervision
- highly desirable in planning instruction
- without bias in results
- although important skills, the vast majority of classroom teachers do NOT administer tests/assessments--done by staff psychologists/educational/learning consultants

- task analysis when teaching skill, not assessment
- skill to be learned
- to develop instructional strategies
- as needed

61. Plan and construct effective and appropriately designed criterion referenced tests
- takes away from teaching
- psychometrist's task
- feel experience is needed here to be valid and reliable--planning and constructing ecological inventures is critical too
- comes later after using some that others have developed
- becomes easier and more natural with year "in the field"
- know what you want is available
- should be developed by county
- not necessary for classroom teacher
- somewhat significant
- school districts do this
- rated A--hop[illegible] daily situations will provide so student can do this under some supervision
- advanced skill; important to few
- a skill for the more experienced teacher
- select one
- this should be done for teacher
- not that important
- this is time consuming and would take away from teaching
- these are already provided
- although important skills, the vast majority of classroom teachers do NOT administer tests/assessments--done by staff psychologists/educational/learning consultants
- would use recognized tests
- master level competency
- not essential
- not a beginning teacher skill
- will come with experience
- this is run as an advanced skill
- advanced learner
- time consuming
- knowledge more appropriate for experienced teachers
- screening procedures
- that coincide with curriculum adopted by school district
- should do
- beg. teachers can use test which are currently available
- advanced
- no time for that
- experience and need will develop skill
- true for all teachers
- learn as needed
- advanced skill
- poss. to get CRT's purchased
- an advanced skill requiring experience

62. Design procedures for accurately recording observations of student behavior
- enough of this available
- good inservice after obtaining some experience
- rated A–hopefully situations will provide so student can do this under some supervision
- select from many available
- observations are very important
- the beginning teacher should be made aware of existing instruments
- plenty of procedures and technique in place already
- this is run as an advanced skill
- role of psychologist
- common sense
- should do
- every school has their own format
- could be designed by experienced teachers
- so many procedures available, a new teacher just needs a good reference book
- use, but not design
- an advanced skill requiring experience

63. Score formal and informal assessment instruments and procedures
- not essential for beginning teachers
- the job of others, not a beginning teacher
- for evaluating psychologist
- rated A–hopefully situations will provide so student can do this under some supervision
- achievement and adaptive behavior but not Y
- this is run as an advanced skill
- role of psychologist
- should be done by therapist of psychologist
- concentrate on teaching
- if required to do the testing
- should do
- scored–often–by school psychologist
- all become essential if testing is part of the job description–e.g., in resource room–teacher is responsible for the educational testing of the students referred
- this is treated differently in some places
- few beginning teachers have to do this

64. Interpret formal and informal assessment instruments and procedures
- this knowledge came with experience
- the job of others, not a beginner
- for evaluating psychologist
- only educational test results
- rated A–hopefully situations will provide so student can do this under some supervision
- informal/teacher made
- this is run as an advanced skill
- not teacher requirement
- role of psychologist
- should be done by therapist of psychologist
- support service
- if required to do the testing
- should do
- all become essential if testing is part of the job description–e.g., in resource room–teacher is responsible for the educational testing of the students referred

65. Use error analysis to further interpret student performance
- advanced skill--team response helpful
- good inservice after obtaining some experience
- not a beginning teacher
- for evaluating psychologist
- time--psychologist
- rated A--hopefully situations will provide so student can do this under some supervision
- responsibility of other school personnel
- have no experience at this
- generally not expected of a classroom teacher
- an advanced teaching and/or research skill
- this is run as an advanced skill
- role of psychologist
- should be done by therapist of psychologist
- not beginning
- beyond scope of beginning teacher
- should do
- all become essential if testing is part of the job description--e.g., in resource room--teacher is responsible for the educational testing of the students referred
- not essential
- not essential for beg. teachers
- for those with more experience
- advanced skill
- usually optional procedure
- advanced skill

66. Present assessment results in a written report
- resp. of assessment teacher
- not a beginning teacher, let them teach
- for evaluating psychologist
- rated A--hopefully situations will provide so student can do this under some supervision
- classroom teachers almost never do this
- isn't this up to the child study team?
- more experienced person--not beginning
- role of psychologist
- should be done by therapist of psychologist
- why
- if required to do the testing
- should do
- comes with experience
- all become essential if testing is part of the job description--e.g., in resource room--teacher is responsible for the educational testing of the students referred
- for psychometrist
- that is easily understood

67. Report assessment results to students, parents, administrators and other professionals using appropriate communication skills
- assessment and reporting are roles of the Child Study Team
- for evaluating psychologist
- will develop with experience
- comes with practice
- isn't this up to the child study team?
- more experienced person--not beginning
- role of psychologist
- working as a team is an important skill

- understand grieving process
- speak simply
- if required to do the testing
- should do
- done in partnership with other professionals
- not usually teacher's responsibility
- comes with experience
- all become essential if testing is part of the job description--e.g., in resource room--teacher is responsible for the ---
- educational testing of the students referred
- done in cooperation with others (counselor and diagnostician)

68. Evaluate instructional environments
- learned skill
- for more experienced teachers
- they need experience to do this
- comes with experience
- unsure of the exact meaning
- recognize state requirements for inst. environ. but not eval.
- N/A for evaluation purposes
- especially ones own
- 1st--be able to set up inst. environment

69. Use performance data and teacher/student/parent input to make or suggest appropriate modification in learning environments
- for more experienced teachers
- again comes with experience
- insures success

70. Develop individualized assessment strategies for instruction
- for more experienced teachers
- rated A--with supervision
- we don't generally have luxury of indiv. instruct.
- or select appropriate ones
- each child is very different
- this comes with experience--hard to teach
- unsure of intent--how to make a test for specific obj. after they've been taught like a spelling test after the week's spelling words?
- I'm unsure what this is asking
- simple
- development of such strategies comes with experience

71. Use assessment information in making instructional decisions and planning individual student programs
- rated A--with supervision
- collaboration efforts

72. Evaluate the results of instruction
- not in the beginning--needs experience and training
- rated A--with supervision
- if what you're doing isn't working, do something else
- comes with experience--hard to teach
- adv. learner
- yes, objectives mastered or program evaluation, no
- should do

73. Evaluate readiness for integration into various program placements
- will develop with experience
- not in the beginning--needs experience and training
- rated B--needs much supervision--mentoring
- this is a IEPC decision
- in order to integrate to regular programs, readiness skills must be appropriate
- this needs to be done with the team
- not for beginner unless otherwise experienced or under supervision of more experienced personnel
- comes with experience--peer coach should advise
- dependent on local knowledge and experience
- readiness! in what context!
- with assistance from other professionals
- comes with experience
- advanced skill
- there are many variables here dependent on school staff

74. Educational theories and their influence on planning and implementing developmental and age appropriate curricula
- not just theories
- important, but more appropriately learned in the class setting--why study every reading series when your district uses one exclusively?
- no time to implement
- knowledge more appropriate for experienced teachers
- yes
- as needed
- not all that important for effective beginning teaching

75. Cognitive processes and methods for enhancing those processes
- cog. strategies are educational relevant processes are out
- ?
- pretty theoretical stuff/#76 more useful
- more experience while required

76. Differing learning styles of students and how to adapt teaching to these styles
- YES
- this most import. skill of all you have listed. This helps everyone (reg & sp. ed. students)
- not educationally relevant
- implies we fit easily into categories want focus on individual
- a beg. teacher has to determine L.S. through observation etc.
- reviewing styles needs to be defined not supported by research as yet

77. Demands of various learning environments (e.g., individualized instruction in general education classes)
- T--will become apparent after teacher observes and works in classroom
- resource room teacher's area
- ability to observe
- hard to teach--comes with experience
- how to instruct in them
- colleges, as a rule, do not instruct in this manner

78. Scope and sequence of curriculum in all instructional areas
- not necessary for all areas
- use as a reference--information found in schools
- T--needs a S & S as reference but not committed to memory
- not necessary for departmental teacher
- may be checked in program of studies
- this can be "looked up" if necessary

- have available
- should focus on current learning needs of students
- need to be able to find it as needed
- depends of specialty
- know what it is for areas needed
- important, but more appropriately learned in the class setting--why study every reading series when your district uses one exclusively?
- should know how/where to access this info.
- will need to know upon hiring--curriculum is specific to school districts and in states
- follow teachers' manuals
- sometimes not available
- no time
- comes with experience
- let's be real--all
- reference issue
- only that they know how to find out if they need to know sometime
- importance varies with teaching position
- access those already prepared
- yes, but depends on where you're employed. They may be somewhat different
- this varies from district to district
- again very board
- these are available from publishers and districts not the same across districts
- most effectively learned through experience
- essential but takes time
- need access to this but can't know all
- curriculums are different--to be learned with experience
- have them available for reference
- overview
- not humanly possible until on job for a time
- comes with exposure on the job
- will come in time (about 2-3 years)
- learn as needed
- this may vary in most areas (a potential skill is needed)
- important advanced skill
- can research mon based on professional position
- need to know where to find this info/all is pretty inclusive
- in some situations this would be desirable--in others a hinderance

79. Importance of interrelatedness of different instructional areas
- comes with experience
- depends on specialty
- important, but more appropriately learned in the class setting--why study every reading series when your district uses one exclusively?
- don't know if this is important
- importance varies with teaching position
- most effectively learned through experience
- true for all teachers
- important advanced skill
- important to new whole students
- question unclear--it's important to understand the functionality of what is being taught

80. Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs
- and vocational
- T–needs curriculum guide as reference and know how to evaluate curricula
- this is developed over a career of a special education teacher; beginners need "awareness" of devel. this skill
- a functional approach
- rated A–as much as is possible
- if special day class, etc.
- comes with experience: use resources
- in areas of teaching
- importance varies with teaching position
- acquire as needed for specific population being served
- need access to all of these–A if elem. teacher
- should depend upon exceptionality
- useful–but too easy a solution for good planning in sp. e. need to see as resource to be adapted as needed by individual
- unclear whether "curricula" means available program, or how to develop a curriculum
- learn and do as needed
- this will vary–"know-how to" is important
- specific to target population
- I think it's more important to know how to adapt curricular to individual needs

81. Technologies to deliver and augment instruction
- can rely on others expertise–must be able to synthesize information
- only if monies are available
- in accordance with area of specialization
- today our emphatic, yes
- changes rapidly
- some teachers may not need to know
- only necessary at a basic level until dealing with a specific student
- depends on certification area; highly individualized

82. Methods to facilitate student maintenance and generalization of knowledge and skills
- comes later with experience
- for more experienced teachers
- comes with experience
- yes, desirable

83. Instructional and remedial methods, techniques, and curriculum materials
- critical
- should have access to
- learn and do as needed
- improves with experience

84. Task analysis for instruction
- for more experienced teachers
- critical

85. Techniques for modifying instructional methods and materials
- critical
- rated B–really comes with actual experience
- if needed for that level
- by modifyi..g materials special needs children can be successful in classrooms
- essential
- should know

86. Life skills instruction relevant to independent, community, and personal living and employment
- if necessary for the environment with which you're dealing
- appropriate for some
- essential for teachers of severely handicapped only
- critical
- important for secondary certification
- dependent on age of students
- life skills are important to insure success in everyday life
- depends on area of specialty
- depends on population
- I work with young children, irrelevance for me
- Depending on level of instructor
- dependent on caseload composite
- depends very much on what exceptionality
- only if essential to age and needs of students
- very important
- depending on students' ages
- for some T's of children c severe special needs
- should know skills pertinent to age group taught
- N/A for me
- this is dependent on age of population taught
- as needed for writing and implementing ITP's
- This would be appropriate for Jr. and Sr. High Schools
- esp. for ADHD to seizures
- learn as needed
- all persons do not work with this type of situation
- depends on specialty area
- could get more training based on job context
- depends on certification area
- should be geared toward target population

87. First aid
- knowledge of first aid or what?
- not applicable
- depends on exceptionality--r.g.p.i. also on system
- should be addressed by employing agency in particular to the students being served
- depend on severity level of disability
- should be required of all teachers
- could call office for help
- CPR would also be good for certain areas if not all
- dependent upon class makeup-i.e., seizures
- nursing competency not teacher
- procedures for getting help school safety procedure
- outside of school leader
- depends on area of exceptionality; would be a must in working with medically fragile students
- yes, if needs of any particular child require first aid
- know already
- we should all have first aid training & CPR--birth to adulthood
- leave to local school's inservice
- level of need depends on setting
- may be essential for some populations, desirable for others
- every teacher should have this

88. Instructional materials and methods that allow students to value their cultural identities
- not applicable
- not essential
- family responsibility; schools need to focus on Americanism
- can get if needed
- may be important, depending on cognitive level of students
- interesting but not necessary any for beg. teachers
- many geo. areas this is not an issue
- learn as needed
- need for increasing awareness of all teachers in this area
- should be available to student--not role of spec. ed. teacher

89. Instructional approaches for transitions at all levels
- future skill
- for more experienced teachers
- expected of experienced professional
- advanced skill
- specific to target population of teacher

90. Implications of research findings for instructional practice
- comes with particular interests after experience
- for more experienced teachers
- practical knowledge is the key
- graduate school
- not important in classroom; particularly new teacher
- will develop such skill with the use of teaching methods and can then understand the research more.
- should be on-going
- changes often--show where to keep up
- adv. learner
- experienced teachers
- advanced skills
- not essential
- research findings are not a big factor--learned behavior
- important but comes after acquisition of basic skills

91. Interpret and use assessment data for instructional planning
- for more experienced teachers
- as part of team
- should do
- will be assisted by those in assessment of data

92. Develop and/or select assessment measures and instructional programs and practices which respond to cultural, linguistic, and gender differences
- diagnostician
- critical if allowed to provide input in selection of assessment tools
- not applicable
- not essential
- need more experience to understand this task
- should develop with experience
- rated A--with guidance
- sp. ed. dept. responsibility
- psychometrist should do
- it would be nice
- comes with experience
- why?

- not relevant to majority of classroom teachers
- task of MDAT team
- selection yes, but not sure develop is a beginning skill
- not enough available to worry about
- doubtful 1st year needs
- not necessary
- not the responsibility of a beg. teacher
- advanced skills
- too pervasive for anyone individual
- as well as related to approx. comp. evals.
- rather a specialized skill for new teacher
- learn and do as needed
- greater level of sophistication
- essential in assessment, desirable in instruction for beg.
- development and independent selection comes with experience

93. Develop comprehensive, longitudinal individualized student programs
- more paperwork
- impossible for this to be a "full-blown" skill in a beginning teacher awareness of need is important
- this is a joint effort of all teachers involved
- develop with experience
- if this means writing a good IEP, YES
- rated A–with guidance
- but not beyond year
- yes, yes, yes
- most of the time it is done with other professionals
- comprehensive–yes, longitudinal, 1-2 years max.
- administrative coordination required
- advanced skill
- What duration does "longitudinal" refer to here? My answer reflects a one year plan.
- child study team
- depends on your assignment, generally a B answer
- of course
- they don't have skill or experience
- should do
- hard to do without teaching experience
- advanced skills
- if this means IEP
- ? long-term?????
- this comes with experience
- rather a specialized skill for new teacher
- learn and do as needed
- this is an ARD activity–experience
- should know how but need team
- advanced skill
- more experience needed
- not as an individual; but as a member of a MF team
- advanced skill

94. Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process
- need other members of the team for this
- should be with the assistance of other school personnel
- where's the money
- should do

- rather a specialized skill for new teacher
- sometimes technology is not available
- when necessary for selected students, more important in some specialties (OI) than others
- highly individualized/case by case
- this may be dependent on individual sites and cant be learned as needed

95. Prepare appropriate lesson plans
- **YES!!
- IEP is close enough
- comes with experience--can't be taught
- but practical lesson plans the type teachers really use
- in the sense that the teacher should have in mind (not necessarily on paper a "lesson plan format") the objectives, goals, materials, etc.
- should do
- teaching children in small and large groups
- presuming the translates to appropriate instruction

96. Involve the student in setting instructional goals and charting progress
- difficult skill for preschoolers
- dependent on age
- a skill for the more experienced teacher
- when appropriate for age/ability
- yes
- depends on age and severity of disability
- involve the student when appropriate
- Advanced skill
- the student's input and cooperation is essential
- depending on age-appropriateness of student--e.g., unimportant for teachers of preschoolers or early primary
- should do
- more importantly, ability to know if student is capable of participation
- as much as appropriate

97. Conduct and use task analysis
- for more experienced teachers
- better for some areas than others
- as needed
- this seems to be coming more important
- should do
- comes this experience and time
- isn't this the same as 84

98. Select, adapt, and use instructional strategies and materials according to characteristics of learner
- not always possible, but should be understood
- some reg. ed. teachers could use an extra dose here
- comes with experience--can't be taught
- learn "on the job" depending on the need
- this may or may not include 97

99. Develop, select, or modify curricula appropriate to the skill and developmental level of individuals with exceptional learning needs
- comes with experience--can't be taught
- again...of course
- experienced
- would be good with help more experienced teachers
- important to modify--not develop or select

- very appropriate
- beyond the scope of 1st year teacher
- beg. teachers? I think not

100. Sequence, implement, and evaluate individual student learning objectives
- using existing curricula
- should do
- mastery of this comes with experience–an understanding of the need is

101. Integrate affective, social, and career/vocational skills with academic curricula
- experience will help here
- at certain grade levels
- easier done in some severe areas as opposed to mild exceptionalities
- YES!
- does not apply for my class
- dependent on student age/disabilities
- depends on area of specialization and age
- depends upon exceptionality and age as to time need
- useful at grade 5 and above
- for secondary education
- only if one is intending to work with this population which would facilitate this
- this is essential although many don't realize it
- where appropriate
- doesn't pertain to all types of exceptionality
- for middle school and high school students
- N/A
- comes with more experience may not apply to all classes
- with experience

102. Use strategies for facilitating maintenance and generalization of skills across learning environments
- experience will help here
- for more experienced teachers
- will continue to be a learning area depending on student
- depends on level of students
- a veteran's challenge
- if resource
- same as 82

103. Use instructional time properly
- this comes with experience
- and learn how to create more
- if they learn the other skills this will come natural
- whatever that means . . .
- can't teach this–takes experience
- basic skill teacher should already possess
- again this comes with experience
- what does this mean–a personal philosophy or a directive from above
- whatever meets the needs of the students
- should do
- this grows with experience
- effective time management with experience

104. Teach students to use thinking, problem-solving and other cognitive strategies to meet their individual needs
- that comes with experience
- skills that will develop over time
- students need to develop these skills to be independent

105. Choose and implement instructional techniques and strategies that promote successful transitions for persons with exceptional learning needs
- comes with experience
- for more experienced teachers
- will require experience
- should do
- essential–specific to target population
- comes with experience

106. Establish and maintain rapport with learner
- learn this better in student teaching, varies from age to age, etc.
- establishes trust and encourages motivation
- best learned through experience
- should do
- can this be taught
- true, but not readily teachable
- appropriate

107. Use verbal and nonverbal communication techniques
- covered in social skills training
- and know when to use or refrain from using
- best learned through experience
- not all sp. ed. teachers will need this skill
- unclear–does this mean "body language" or ameslan?

108. Prepare students to participate in a variety of learning environments
- this is opposed to destreaming
- experience helps
- for more experienced teachers
- transition from LD class to a regular class can be very difficult transition program essential
- comes with experience
- best learned through experience
- only as appropriate
- advanced skill
- on the job/too highly individualized

109. Organize instructional groups according to learning styles and skill levels
- not necessarily the way
- if possible
- extremely important
- varies according to classes taught-many variables
- will come with experience
- Heterogenous groups can work much better
- dependent upon personal philosophy
- should do
- GTOI
- instructional need usually best vary instruction for indiv. need as teach method of grouping not the answer usually
- according to instructional need
- necessary for apprentice use of instructional time

- philosophical differences

110. Provide instruction in varying sizes of instructional groups
- experience helps
- not for beginners
- students need to learn to work as individuals, partners and in groups
- this will come
- comes with experience
- already done in other ways
- best learned through experience
- should do
- GTOI
- very important
- learn and do as needed

111. Plan and implement a program that promotes the inclusion of individuals with exceptional learning needs in the community
- not necessary for 1st year
- experience helps
- teachers need functional skills for in school before expanding to community
- experienced teacher skill
- not a beginner--needs experience and help
- time would not permit outside school
- may be in bounds of another agency--require cooperation of school and community
- not for beginners
- secondary
- should be done later
- skills for the more experienced teacher
- it depends on the age of students
- NA for early childhood
- dependent on age/disabilities
- not necessary for a beginning teacher
- administrative support/coordination
- needs experienced personnel familiar with school and community
- needs peer coach help with individual
- advanced skill
- yes, with older students
- dependent on age of students--may or may not be important
- good idea but for a more experienced person--beg. teacher has enough to do
- NA for beginners
- beginning teacher does not have the time
- this takes experience with excep. indiv. and with community
- experienced and/or if pertinent
- more important for experienced teachers
- very important--but could be implemented after the teachers 1st year
- advanced skills
- appropriate for older student
- not for beg. teachers
- beyond the scope of 1st year teacher
- needs to focus on her/his classes 1st year
- depends on situation--and on need
- how?
- with more experience but perhaps as beginning assistance
- depends on position
- only if target pop. requires this

- comes with more experience

112. Monitor student progress for use in instructional decision-making
- experience needed--peer coach help
- should do
- important

113. Identify resources to support instruction
- experience
- for more experienced teachers
- expected of experienced teacher
- varies--specialty, location, district, etc.
- not essential

114. Self-evaluation of instruction
- can be done only after some experiences
- both student and teacher if possible
- it is always important to evaluate your effectiveness to look for improvements in instructions
- very important
- extremely important but difficult as beginner
- should do
- this comes with time
- learn with experience
- a skill for a more advanced teacher
- advanced skill

115. Basic classroom management theories, methods, and techniques for students with exceptional learning needs
- if it works write it down
- learn in college
- mgt. theories etc. do not always work. The individual situation should be important
- ? how about just practices

116. Research based best practices for effective management of teaching and learning
- practical, not theory
- sometimes research is too "ivory tower", how about using people with recent practical experience
- research if often done in clinical not classroom selling
- need classroom tested practices
- is this same or part as 115

117. Effective strategies and techniques for facilitating the functional integration of persons with exceptional learning needs in various settings
- develop as gain experience
- within school
- NA for early childhood
- need to be taught in a classroom (peer coach) setting
- isn't this 108
- as it applies to target pop.

118. Evaluation, planning, and management procedures to match the learner needs with the environment
- needs to be part of a team effort
- peer coach help
- requires TESA course for all beginning teachers
- learn with experience and need
- round see quare like philosophy

119. Ways to foster a classroom atmosphere where students are free to express themselves
- get management and discipline down 1st
- it is important that students be able to express how they feel without being criticized. They need some place safe to be themselves
- basic skill
- takes time to develop
- this takes years of experience
- best learned through experience
- see 118 as more appropriate goal
- will develop
- this is more successful through experience

120. Ways in which technology can assist with planning and managing the teaching and learning environment
- for more experienced teachers
- with the assistance of other school personnel
- bless computers
- best learned through experience
- we are taught a lot of technology–in college that we can't use because the schools don't have what we need
- useful but not an essential for first year

121. Placement, care, and use of technology in learning environments
- technology changes so quickly and job site tech. available is so varied
- for more experienced teachers
- if you are lucky enough to have $ for technology
- what exactly–computers, projectors?
- can be learned "on-the-job"
- they are computerize like rate at this stage
- not necessary for new teacher
- level of need depends on area of specialization
- know where to find

122. Arrange room to facilitate student use of materials learning centers, and related equipment
- you do what you need to on the 1st job
- experience–also for each teacher arrangement may be different
- develop as gain experience–depends on availability within school system too
- there are constraints here in student teaching setting
- basic skill
- develop with experience
- should do
- this section is true for all teachers

123. Develop schedules and lesson plans with classroom organizational skills
- this will vary depending on program, time, and building
- basic skill
- should do
- don't understand meaning of statement
- very much an essential skill

124. Create a safe, positive, and supporting learning environment in which diversities are valued
- this encourages self-esteem and self-worth
- most important
- most effectively learned through experience
- should do
- extremely important
- learned through experience with today's child

125. Prepare and organize materials in order to implement daily lesson plans
- organization is up to the individual, it is not taught
- basic skill
- most effectively learned through experience
- should do
- in co--they are already BA level, teachers have this

126. Incorporate evaluation, planning, and management procedures which match learner needs with the instructional environment
- basic skill
- should do

127. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities
- very, very important
- depends
- basic skill
- most effectively learned through experience
- should do
- small and large groups
- advanced skill

128. Design, structure, and manage daily classroom routines, including transition time, effectively for students, other staff, and the general classroom
- student time not staff and gen'l class
- usually done on the administrative levels
- comes with experience
- again, this is also learned by the individual
- department head position
- basic skill
- most effectively learned through experience
- should do
- too demanding for beg.--even for experienced cooperative may work better
- yes--skill would improve with time
- depends on individual situations--an understanding of the need for such is initially important

129. Plan a program that promotes the integration of individuals with exceptional learning needs with non-disabled students, allowing for maximum integration in various settings
- learn your new school's staff for allowing for maximum integration in various settings
- comes with experience
- may depend on school policy, practices, willingness to assist
- not job of sp. ed. teacher
- a skill for more experienced teachers and administrators
- this should be a team decision
- more experienced personnel
- needs to be a lot of this--needs cooperation from reg. ed.
- as long as there are benefits for both groups

- higher level skill
- important--but could be done with supervision
- for experienced teacher
- learn and do as needed
- most situations this is done by others

130. Direct the activities of a classroom paraprofessional, aide, volunteer or peer tutor
- not a beginner's need
- just in case dreams come true
- access to computers may be limited
- needs to be stressed, this can be the most difficult thing to deal with as a new 21 year old teacher
- essential if will have one--if not then desirable
- not for a "starter" teacher--learn from mentors

131. Use a database program to create and manage student records
- could be helpful and time saving, not essential
- not all places do--need to learn on system where work
- back school system is different so should be learned on the job
- will become so more and more as technology becomes readily available to teachers
- not essential
- nice, but not essential
- can be any program
- it is nice--but not necessary
- not necessary
- nice, but not essential
- what if a computer isn't available
- secretarial function (can be learned)
- everyone has to determine what technique will help them manage records! This takes time and experience with a variety of techniques.
- I don't see where this is necessary, as long as one is organized otherwise
- providing it's available
- if computers are available
- nice, but not necessary
- one needs to know what data to maintain and manage, but not necessarily how to use a specific program
- not everyone has use of computer
- appropriate for more experienced teachers
- everyone has a computer???
- nice, not necessary
- very useful, but technology is not always available

132. Create an environment which encourages self advocacy and increased independence
- can come with experience
- in order for a child to develop independence the environment must be a positive one
- yes
- should do

133. Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors
- some unique to setting
- this a most
- behavior management--basic skill
- learn in school/college
- this may be regulated by local policy

134. Ethical considerations inherent in classroom behavior management
- critical
- behavior management--basic skill

135. Continuum of student behaviors encountered in learning environments
- documentation helps evaluate future goals
- cannot predict
- unclear
- behavior management--basic skill
- has to experience--support should be provided at the LEA
- I don't understand this statement
- unclear
- depends on target population

136. Teacher attitudes and behaviors that positively or negatively influence student behavior
- when you think positive your students believe they can. Teacher attitudes and behaviors do affect students
- behavior management--basic skill
- should have

137. Implications of causes of behavior on the selection of management strategies
- behavior management--basic skill
- sometimes there is nothing that can be done about the cause, yet the behavior needs to be managed and the student needs to learn to work around it
- learned by designing rel. mar. plans
- beh. mod.
- if this means matching strategic for management to the cause of behavior--I agree--unclear

138. Variety of effective behavior management techniques appropriate to the needs of exceptional individuals
- beh. mod.
- new some can build on with experience

139. Social skills needed for educational and functional living environments and effective instruction in the development of social skills
- depends on level teaching
- develops with experience and help from psychs, counselors, etc.
- social skills are important but there is only so much a beginning teacher
- depends on target population

140. Strategies for crisis prevention/intervention
- a district plan should be in place
- usually done in conjunction with other staff
- exceptionally essential
- responsibility of other school personnel
- working with special needs, it is important to know prevention and interventions
- important
- yes
- yes
- very ambiguous, could use the counselor
- these come with experience
- may be more job specific can gain as needed

141. Technology to assist in the management of student behaviors
- will become so more and more as technology becomes readily available to teachers
- nice, but not essential
- important
- if available
- computers are great but may not be available
- advanced skill
- someone else will know
- not sure what is meant by this item
- ?
- very ambiguous
- inservice at LEA
- what kind of technology
- meaning unclear
- can come later

142. Strategies to involve students, parents, other school personnel, and community-based personnel in behavior management procedures and systems
- experience will help with this
- for more experienced teachers
- expect of experienced teacher
- as previous, develops with experience and help from psychs, counselors, etc.
- should be team process
- gain from experience
- behavior management not always critical issue with exceptional children
- knowledge that this needs to occur
- leave to LEA
- learn from mentors
- need something but can build only experience
- responsibility of school
- advanced skill

143. Strategies for stress management
- very essential
- for teachers or students?
- teaching special needs, your stress level can run very high. By not having an outlet your performance can deteriorate.
- too many "burn out" too fast
- this is new! YES! they must learn to take care of themselves, no one else will
- especially with BD students
- for teacher and student
- yes
- for the teacher
- both for teacher and student
- covered by school counselor
- could be very important for beg. teachers
- leave to LEA–new teacher mentor program
- of both students and importantly the teacher
- true for all teachers
- useful, but not relevant; can be undertaken if desired once fully employed

144. Identify social/behavioral patterns and environmental factors from systematic observations and recorded data
- for more experienced teachers
- resource specialist duties
- advanced skill
- higher level skill

145. Effective integration of teacher aides, paraprofessionals, and/or volunteers in behavioral-management programs
- for more experienced teachers
- handled once student actually begins teaching
- to know how, but this depends on situations
- must be stressed, this can be the most difficult thing to deal with as a new 21 year old teacher
- teachers and paraprofessionals under teacher supervision carry out the beh. mgt. program--a volunteer should not have this type of responsibility
- essential if aide is there-desirable if one available
- not for a "starter" teacher--learn from mentors

146. Demonstrate a variety of effective behavior management techniques appropriate to the needs of exceptional individuals
- will develop with experience
- ability to demonstrate improves with experience
- understand behavioral analysis
- I had no behavior management classes in college. I needed them
- reparative

147. Implement the least intensive intervention consistent with the needs of the exceptional individual
- not sure what you mean--crisis intervention
- I don't know what this means

148. Modification of the learning environment (schedule and physical arrangement) to manage inappropriate behaviors
- most important
- should do--beh. mod.
- beginning procedures
- might be hard to know "realistic" until experienced

149. Identify realistic expectations for personal and social behavior in various settings
- if is important that student know what is expected from them
- most important
- should do
- this is a learned skill
- believe this comes in time--advanced
- depends on a certain amount of experience

150. Integrate social skills into the curriculum
- will come with experience
- a child who does not have good social skill has a difficult time being successful with peers
- very important
- most important

151. Use of effective teaching procedures in social skills instruction
- nice, but not essential
- will develop with experience
- most important
- need some flair but these will become further enhanced with experience

152. Demonstrate procedures to increase student self-awareness, self-control, self-reliance, and self-esteem
- it is important to teach them that they are in control of behavior and they are responsible for themselves
- most important
- N/E

153. Use of technology to assist in the management of student behaviors
- for more experienced teachers
- if available
- if available, it could be great
- seldom used
- most important
- not sure what is meant by this item
- N/E
- leave to LEA; relate to technology available at LEA
- again–what technology
- this has no meaning for me
- like 141
- not in isolation, only as 1 of many strategies
- advanced skill

154. Strategies and techniques for facilitating the functional integration of exceptional individuals in various settings
- depends on grade or class level–opportunities more limited in high school
- with the assistance of other school personnel
- most important
- N/E
- not experienced enough
- unclear statement
- learn from mentors
- advanced
- inclusion
- depends on target population

155. Evaluate the effectiveness of social skills and behavior management programs
- N/E
- advanced skills
- her own program
- for those with more experience

156. Importance and benefits of communication and collaboration which promotes interaction with students, parents, school and community personnel
- N/E

157. Diversity and dynamics of families, schools, and communities as related to effective instruction for individuals with exceptional learning needs
- nice, but not essential
- generally not role of beg. teacher
- one cannot pre-analyze this
- best learned through experience
- learn from experience and on need

158. Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns
- comes with practice; often times parents are source of problems
- devel. with increased contact with parents
- more realistically handled with experience
- especially in high school
- comes with experience
- learn from experience and mentors
- experience will improve this knowledge
- I don't think the average sp. ed. teachers have the time to counsel parents but they should know how
- advanced skill

159. Differences in behaviors including communication styles and behaviors among cultures that may lend themselves to misinterpretation and misunderstanding
- in my case, this is not yet a major issue, I see where it could be, elsewhere
- nice, but not essential
- dependent on client base
- wow, that could take a few semesters--we're becoming more and more diverse
- to stay out of legal problems
- very critical
- at least an awareness of
- necessity for beginning teachers depends on diversity of area in which one plans to teach
- advanced skills
- depends on target population

160. Developing individual student programs working in collaboration with team members
- not all have opportunity to learn
- usually exercise in futility
- processes to enhance team
- to be experienced/practiced
- if this means IEP
- critical skills

161. Team/group process skills in varied settings
- sophisticated skill to be learned as prof. development occur
- for more experienced teachers
- yes, as participant/useful to be able to lead/facilitate
- question unclear
- don't understand statement
- need rudimark at least initially
- for more advanced teachers
- critical skills
- advanced skill

162. Roles of students, parents, teachers, other school and community personnel in planning a student's individualized program
- will gain with experience--can start with basic background
- they all play an important part
- this procedure will vary

163. Ethical practices for confidential communication to others about individuals with exceptional learning needs

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164. Collaborative techniques and methods for serving special needs students
- for more experienced teachers
- collaborative techniques? too vague
- learn from experience and mentors

165. Roles of various local, state, provincial, or national agencies in providing services for students with exceptional needs
- Why
- not essential
- another skill that develops over times beginners should have awareness
- experienced teacher
- this would depend more on area of exceptionality (e.g., polli vs. ei)
- shared responsibility with district office personnel
- not essential to the role in the classroom
- need to be able to get the information
- nice, but can be learned as needed
- this is not knowledge generally needed by beg. teachers. They'll learn it when they need it
- learn later--admin. will help with this
- leave to SEA--inservice
- learn from experience and mentors
- has to be learned through experience
- advanced skill
- know where to find

166. Structures for interagency collaboration including interagency agreements
- director, not beginning teacher
- experience needed here--won't learn until in specific agency
- ?
- for more experienced teachers
- another skill that develops over times beginners should have awareness
- become knowledgeable after employment and if applicable to position
- shared responsibility with district office personnel not unnecessarily beginning teachers
- more advanced level role
- not essential to the role in the classroom
- need to be able to get the information, as needed
- after graduations they need to know there are options
- will learn on the job
- nice, but can be learned as needed
- resp. of local district to inform beginning teacher of interagency efforts
- not at this level
- essential for early childhood spec. ed. teachers with IFSP
- leave to administrators
- may be acquired through advanced study
- as pertinent to age group taught
- admin. will help
- leave to local inservice
- where and when to refer to outside agencies, etc.
- more important for administrative
- not initially essential--depends on role in school
- depends if elem. or high school
- may gain with experience are important skills
- not necessary at teachers' level except in general way
- advanced skill
- depends on target population
- higher experienced level

167. Use of collaborative strategies in working with students, parents, school and community personnel in various learning environments
- comes with experience
- for more experienced teachers
- experienced teacher
- beg. teacher generally not involved with community
- insures success
- do you really think there is time to teach all this
- essential with IFSP for ECSE teacher

168. Use of communication and collaborative methods to involve student, parents and school and community personnel in the individual student planning process
- comes with experience
- more experienced teachers
- expect of experienced teacher
- beg. teacher generally not involved with community
- parents and teachers have important input
- to be effective not really a beginning skill
- do you really think there is time to teach all this
- improves with experience
- ?

169. Communicate and consult with students, parents, teachers, and other school and community personnel
- comes with experience
- beg. teacher generally not involved with community
- needs to be open
- to be effective not really a beginning skill
- do you really think there is time to teach all this
- essential with IFSP's for ECSE teachers

170. Foster respectful and beneficial relationships between families and professionals
- comes with experience
- comes with experience
- not all have family contacts
- helps to insure working relationships
- this is something that one develops
- if possible
- school social worker
- do you really think there is time to teach all this
- best learned through experience

171. Develop constructive intercultural, interpersonal relationships with parents, students, and professionals from diverse groups
- will develop with experience
- comes with experience
- nice, but not essential
- develop as progress in career
- likely to take time, experience
- again, this is learned by the individual
- school psychologist/social worker
- do you really think there is time to teach all this
- best learned through experience
- learn from experience and mentors
- improves with experience
- this might be hard 1st year

- will hopefully develop as person's interaction with diverse groups continues

172. Encourage and assist families to become active participants in the educational team
- if this is to be a major goal #171 is a must
- this is very difficult but can be done. Respect their opinions and ideas
- this needs to be a 2-way street
- do you really think there is time to teach all this
- a lot of this depends on the family
- best learned through experience

173. Develop materials for communication with students, parents, and other professionals
- not at beginning, surely
- comes with experience
- beg. teacher doesn't have experiential base needed
- yes
- administrative competency
- responsibility of local district
- do you really think there is time to teach all this
- newsletters, etc.
- requires more experience
- leave to LEA-vendors
- if the background is there, materials will be developed for the need
- learn and do later as needed
- like what? advanced skill
- not a beginning teacher's responsibilities
- down the line with more experience

174. Plan and conduct collaborative conferences with parents or primary care givers
- experience will help
- should be team effort
- do you really think there is time to teach all this
- understand ACR process to begin with
- requires more experience

175. Collaborate with regular classroom teachers and other school and community personnel in integrating students into various learning environments
- usually learned in the school environment
- collaboration dependent upon district
- insures success
- improves as relationship improves
- I wish regular classroom teachers were more flexible
- essential if know what reg. curriculum is
- learn from mentors and experience
- general inclusion of (replaced regular and integrating in sentence)

176. Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of students with specific exceptional learning needs
- usually learned in the school environment
- a role for the more experienced teachers.
- communication is so important. Expectations need to be explained to students to insure success
- harder
- will develop this ability with experience
- administrator role
- isn't this the same as 175

177. Maintain communication systems with all the interested groups and in collaborating to achieve goals and objectives of the individualized student program
- insures success for all concerned
- learned with practice
- unrealistic
- will learn skill on job
- learn from mentors and experience
- low extensive or time consuming is collaborating

178. Identify and develop collaborative relationships with community resources
- critical--experience needed--have to know in which community you will be hired to work
- nice, but not essential
- will/should devel. with experience
- more advanced responsibility
- a role of the administration
- as needed
- our coordination takes care of this
- administrative competency
- ongoing skill
- this may take awhile, particularly if one is new to an area
- can be unrealistic without assistance
- may not be necessary by teacher
- essential for ECSE teachers
- administrator role
- may be acquired later through experience and advanced study
- advanced skills
- leave to locals
- find out how to access and utilize resources for sp. needs children
- not necessary for new teacher
- learn and do as needed
- this will vary in different communities
- depends on target population
- with more experience

179. Code of Ethics and Standards of Professional Practice of the Council for Exceptional Children Special education professionals:
.are committed to developing the highest educational and quality of life potential of exceptional individuals
.promote and maintain a high level of competence and integrity in practicing their profession
.engage in professional activities which benefit exceptional individuals, their families, other colleagues, students, or research subjects
.exercise objective professional judgment in the practice of their profession
.strive to advance their knowledge and skills regarding the education of exceptional individuals
.work within the standards and policies of their profession
.seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession
.do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC
- good ethics necessary-not necessarily CEC's code of ethics
- replace with "the state of residence"
- often "appropriate" is hard to identify
- be familiar, not have to recite it
- only if a member--the CEC code is not necessarily applicable

- it is essential that the teacher have knowledge of comparable ethics and standards but not necessarily those of CEC
- basic skill
- all YES except I don't think it's realistic to expect everyone to join CEC
- I found it necessary to post the CEC code of ethics in my classroom due to problems with personnel providing related service.
- to know code? or what is contained in it?
- all of these are standards we should all strive for, but I don't think it is possible for a beg. teacher to consciously concentrate on each of them (promoting, improving, advancing, etc.) and still just survive as a first year spec. ed. teacher
- these are listed elsewhere individually
- could be important to value these activities and goals

180. Appropriate dress for the workplace
- I feel should look professional
- who defines appropriate
- more casual for younger children
- varies from place to place--adopt what is acceptable and how to make them work positively for you
- determined by place of employment
- professional
- give me a break!
- what does this mean? Appropriate to who? Most teachers in my school wear clothes that can get dirty, i.e., jeans or shorts in the summer
- this is too subjective
- basic skill
- depending on the school and/or classroom in which you work one may not have to dress professionally. After all it's how you teach not what you wear that makes you a good teacher
- subjective
- what's appropriate
- differs too much from place to place
- best learned through experience
- I know I'm old fashioned but it works
- leave to local
- what's appropriate for one place may not be for another
- appro. dress for the types od children and activities
- varies drastically from place to place
- true for all teachers
- depends on your site/location/etc.
- this may vary from place to place

181. One's own cultural biases and differences that affect one's teaching
- need to be in touch with self
- tough one--an ideal to work toward
- varies from place to place--adopt what is acceptable and how to make them work positively for you
- can't be taught
- must be aware of yet try to not let it influence attitude
- recognize
- basic skill
- has no place in the classroom
- best learned through experience
- leave to local
- true for all teachers
- cultural biases has no place in teaching
- do you mean knowing

182. Positive aspects of the cultures, religions, gender, and sexuality of students
- if you can succeed in #181, then #182 is unnecessary
- basic skill
- best learned through experience
- positive attitude, aspects with experience
- special ed. directors would be responsible for this
- true for all teachers
- depends on target population

183. Necessity to ensure equitable access to technology and other instructional materials by students
- not essential
- not always up to the teacher
- when possible
- how to make your cause, everyone's
- sometimes tech. is not available
- huh?
- I don't know what this means

184. Copyright laws as they relate to educational materials
- these should be known since high school
- my district doesn't provide enough instructional materials to avoid copyright infringement
- materials + copier = education
- this is apparent
- best learned through experience
- leave to local inservice
- realize they exist-but face reality i.e., lack of funds
- easy to find out on own time if needed
- not essential–as needed
- know where to find

185. Importance of the teacher serving as a model for students

186. Demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional learning needs
- critical
- this develops as you teach
- how do you demonstrate this objectively
- non-operational
- how would one prove this commitment
- it takes time to truly develop a commitment

187. Demonstrate positive regard for the cultures, religion, gender, and sexuality of students
- if we can't who will?
- basic skill
- positive regard can't be taught
- redundant statement

188. Promote and maintain a high level of competence and integrity in the practice of the profession
- basic skill
- competence comes with experience
- integrity, yes, but high levels of competence come with experience
- advanced skills

189. Exercise objective professional judgment in the practice of the profession
- needs experience and/or training
- not sure can expect this skill at entry level
- basic skill
- given my beliefs regarding a person's cultural, ethic, gender, religious biases, I don't believe there is an objective judgement, professional or otherwise, that can be made.
- one can only give their professional judgment after teaching a few years
- this too come with experience
- can't be taught
- advanced skills
- tough one
- this will come with experience
- I'm not certain what you mean by "objective professional judgment"

190. Practice within the CEC Code of Ethics and other standards and policies of the profession
- not necessarily CEC's code of ethics
- not all beginning teachers in CEC
- applicable technically only to members
- again--making an assumption they'll belong to CEC
- a teacher who is not willing to do this should leave the profession
- what does this mean
- can't be taught
- again--this is something that develops with time

191. Demonstrate proficiency in oral and written communication
- basic skill

192. Engage in professional activities which may benefit exceptional individuals, their families and/or colleagues
- time is a major factor--do what you can--balance
- as families allow
- unclear
- not necessary
- not when you a re trying to reduce stress levels
- it's hard to find the time and energy as a beg. teacher
- best learned through experience
- depends on location--as needed and situation

193. Comply with local, state, provincial, and federal monitoring and evaluation requirements
- more administrative responsibility
- sometimes these get in way of best serving students
- basic skill
- this should be overseen by administrators
- not necessary for private schools
- sometimes the above is unrealistic but a great attempt to comply must be made
- may need support from co-workers find job to calamity
- this is for more experienced, senior members, adm.

194. Seek to improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of the profession
- dependent on personal interests
- not required of teachers but of administrators
- important but beginning teachers have other immediate concerns
- may be overwhelming for a new teacher
- move likely when in the profession a while
- this is a more appropriate role for the experienced teacher
- this may become important after teaching a few years
- an advance skill
- advanced skill for experienced teacher or administrators

- every teacher I know breaks copyright laws. It's wrong but no one has enough money for the supplies necessary to perform their job
- this activity would come later in your profession
- comes with experience or advanced study
- as the teacher grows, but beg. teachers don't know enough yet to make changes
- best learned through experience
- could come with experience
- advanced skills
- if possible
- experience helps
- not essential for new teacher
- need to be involved and have some experience first as needed
- a learned process
- might be hard the 1st year
- important but not necessarily a priority given other demands of 1st year of teaching

- for seasoned personnel, state and regional, etc.
- not necessarily beginning teacher's role
- this should be encouraged

195. Ethical use of copyrighted educational materials
- dependent on budget vs. needs (don't quote)
- these should be known since high school
- if one is aware of them
- best learned through experience
- realize they exist-but face reality i.e., lack of funds

Please note, I have experience as a regular education teacher. I believe reg. ed. teachers need courses and workshops to provide more knowledge and skills described in this study.

In future, please print on back and front of each page to save paper and protect our environment. This is a great waste of paper and extensive postage.

After I looked over my answer sheet I realized that I had marked a lot of "A's". I think it is much easier to learn to do something right the 1st time (undergraduate school), instead of trying to "relearn" to do something after being in graduate school, "old habits are hard to change."

My answers may be biased in certain areas due to the fact that I teach in a homogeneous community, at an elementary level, and with Emotionally Impaired Children.

Some of these are so excessive, I'm tempted to put other. This was harder than I thought. The question that I kept asking myself was "How much skill?" At the preservice level it has to be somewhat limited. NOTE: I am not much in favor of undergrad. sp. ed. programs. They cannot possibly master needed skill for reg./sp. ed. in that time.

As I read over all the skills/knowledge, I feel is essential to the special educators, I see that equitable pay is a necessity to maintain the standards of excellence CEC is trying to promote. CEC must make a major effort to increase beginning salaries or no person is going to want to put the effort/time/expense into a teaching degree of any kind. I feel CEC should be at the forefront of this effort.

CEC, I have completed this. Please do not send me one of these on a regular basis. I get several of these a year from the organizations that I belong to. It appears that the more I complete, the more I get in the mail. I do not have 45 min. spare time in a week. Please do not send me this on a regular basis.

Why does the ID# have to be on each page? Some instructions weren't clear.

In terms of deaf education, it is important the deaf students have deaf role models to look up to. This is especially true in public school programs which traditionally discriminate against deaf teachers--especially if they cannot talk.

My personal belief is that in order to be a special education teacher you must have skills and techniques beyond what is available to the regular classroom or what's the difference between the 2 classrooms? Just less kids?? Since we have been put in this role as educational leaders and as resources to school personnel we must demand higher criterions from our beginning teachers than from general education beginning teachers. I have based my responses on this philosophy.

It would have been nice if there had been provisions to write a short note of feedback or suggestions, if desired.

I hope you plan on sharing your results with respondents. I wonder if I'm too demanding?

On the answer sheet, "Grade or Educ" is not explained. Do you want the grade we teach or our educational level? Unsure. I teach a primary level BD class. Am a 1st year Sp. Ed. teacher. Have an MA in Spec. Ed.

What about a comment section? Not sure what the real purpose of this test. What will become of the results? I could have easily checked "essential" for all items. Lots of questions were redundant--just reworded. Should have been lots shorter. I can understand why the return rate would be low.

If the job of "special education teacher" were to educate students with exceptional needs, then all the above would b4e very useful in achieving that goal. Since, however, the "job" of "Special Education Teacher" (in reality) is to keep students who have not been able to behave appropriately in the regular classroom (check definitions of "EH") out of the school district's hair and out of the principal's office, and since no one is willing to admit this and deal with it, the skills needed by a first year teacher who got caught teaching "Special Education" are those skills which will prevent the teacher from becoming entangled legally or from being fired before he/she can move on to a job which is possible to do. I think your survey misses the point altogether, if you are trying to deal with the problem of why so many "Special Education Teachers"quit in so short a time. There will not be people willing to enter a classroom and be treated poorly by misbehaving students, now or at any time in the future. Teachers who enter the field of Special Education do so in order to help students with problems learn--not to warehouse misbehaving brats so that their parents can blissfully sail off to work and the district doesn't have to put effort into them either. To address the real problem here we must: 1) refine "EH" specifically--this may take research--if this doesn't really fit in the area of "Learning Disabilities"--find out where it does belong, and get it there. 2) reexamine the process by which "Special Education" or "Resource" classrooms mix students with learning disabilities

and those with "EH"(?). I don't see, from my experience, that there are any advantages to either group from being mixed. (I suspect the benefit is to school districts, not students). 3) Reexamine the qualifications required by states who license teachers as "Special Education" teachers--why wasn't I required (in two states) to take classes dealing with "EH" students? I sense it's because there isn't enough known about "EH"--if it's so important for the "Special Education" teacher to "handle" the "EH" student in the classroom, why isn't it important to be trained for it? I will probably not be teaching "Special Education" much longer--I have a license to teach Math and I believe the job of "Special Education" teacher is impossible as currently set up: a) paperwork not relevant to instruction b) no caring if the child is learning, only if the paperwork passes the legal requirements c) how resources, like books d) a bad mix of disabilities--like LD and EH e) too few psychological services in school districts to provide support for teachers with difficult students, and therefore have no right to expect respect. I will not feel that my training has been wasted. I have a son with LD and hearing loss. I've helped mainstream him and now neither of us need "Special Education."

WOW! It will take 6-8 years to cover all of this. It's taken me many years to acquire this info. on the job training taught me many of these skills--College did not prepare me adequately--nor can it entirely.

Norma Speckhard identified me as a person to receive the first mailing, which I completed with comments. I don't feel if is ethical for me to complete a second one.

No comments

Extremely well done--thorough--greatly appreciate emphasis--diversity, transition, ethics

Survey too long! No time to do it. Working teachers need more time as it is. All around the country we are trying to keep the Federal and State papers in order--to much red tape to teach (since the kids) like we want to or fill out your survey.

I found the items to be so repetitive as to remind me of the MMPI. I can only wonder about what value it will have.

(from page 1, number not marked) other: not necessary for the beginning of the special education teachers' career but may be desirable later on.

This survey appears to me to apply to special educators who have been teaching 5-10+ years in special education. For beginning special educators I feel many of the parts I answered as "essential" should have been headed "aware of". It isn't until a special educator works with children in the special education process that she/he becomes seasoned to all regulations. It takes years.

Emphasize skills rather than theory; practice rather than classes where professors talk and students listen. College students should be taught the same way they will teach. Professor should model good teaching.

I know this is late getting back to you. I did not receive the packet til the Monday before Thanksgiving and did not have a chance to work on it until December 2nd.

Thanks for including me in your survey but no thanks to any future surveys. I do not have a high regard for their use. If you want good special education teachers, place them in your most demanding settings with a good teacher and few materials. Those who want to be good will find a way.

It was difficult to fill this questionnaire out. The tasks--both knowledge and skills--are worded so strongly--as if a beginning teacher should master all. Teachers need to have some humility and awareness they will change. And they need to be able to work in teams--special and regular ed., respecting others' expertise and philosophies.

This is a very comprehensive list of knowledge and skills. I was overwhelmed at how many I viewed as essential. I went back and changed some to desirable. Some areas I thought beginning teachers should at least be familiar with as a framework for added classroom experience. Their understanding (of ex. assessment tools and procedure advocacy, etc) would increase with experience.

Some skills are essential for specific beginning special education teachers

This was too long. Many statements were idealistic and non-operational. Good luck, if you need help.

I found this questionnaire extremely difficult to answer. It was tedious and filled with educationese--special educationese. Whose agenda did this questionnaire reflect? I guess I continued working on it because of a small hope that it wasn't put together for the self-aggrandizement of its committee authors or the establishments they represent, and that by seriously pondering each question I could make the special education maze a little less mysterious, a little more accessible to the students we teach.

What I have learned from the students I have worked with is that their classes, no matter how thorough, rarely prepare them completely for what they need to know and do as student teachers. And student teaching does not prepare them for the realities of their own classroom. A mentor (our chapter calls them "partners") is needed for at least the first year to be available, non-judgmentally, to answer questions, give advice, and be supportive so that the first year teacher survives with sanity and self-esteem in intact.

I do not understand what you mean by Grade or Education. I teach RSP Grade 1-6. My education is post-graduate--Masters

Survey arrived Thanksgiving weekend. Survey took too long to complete with thought. I can write an IEP in same or less time

Sp. Ed. teachers need to consider at all times the cultural, socio-economic, religious, gender and sexuality of all students, just like they look at all ind. differences. but this questionnaire is doing over kill on this issue. This is not an issue where I live. How can anyone say most all these items are essential skills for a sp. ed. to possess?? My guess is teacher ed. people made up the items. (with less influence of teachers in the trenches.)

This was a difficult survey to take, even though it is very well written. but, so many of the items apply to all teachers, so I had difficulty maintaining a uniform frame of reference for the phrase "all beginning special education teachers." Does this refer to undergraduate, pre-service programs that train special ed. teachers, or is the assumption that special ed. teachers have already had classroom/regular ed. training? The implications for teacher training programs are pretty profound. thanks for the chance to participate.

This arrived during the last 2 weeks of classes. I'm sorry I don't have the time!

I sincerely apologize for returning this late. I had begun it far before Thanksgiving then I experienced a personal medical emergency. I was "out of commission" for 2 weeks. I hope that you are still able to use these responses and again, I regret the inconvenience.

On those items where I have indicated "c", unless otherwise indicated, I have done so because I feel one needs to be "on the job", to rather than simply a graduate student to perform the function.

I felt compelled to comment on the survey itself. One of the reasons it has taken me so long to return it is the length of time it has taken to fill out. All in all, it probably took two to three hours to complete. Some of the questions were vague or unclear because of the language used. They were open to several interpretations or points of view. The number of questions was extremely cumbersome. Most educators are busy people and the sight of a 200 item questionnaire will most likely turn them off. I, in fact, did not begin to respond until I received the second request.